

Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico

Role-play as an effective technique to enhance speaking in less confident young learners when acquiring a second language

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M

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do Ensino Básico, orientado pela Professo Doutor Nicolas Robert Hurst.

Faculdade de Letras da Universidade do Porto

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Dedicated to those learners who sometimes need that special encouragement and recognition, for being brave and receptive to innovative learning methods, and to those, teachers or not, willing to provide and embrace those challenges.

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Declaração de honra

Declaro que o presente relatório é de minha autoria e não foi utilizado previamente noutro curso ou unidade curricular, desta ou de outra instituição. As referências a outros autores (afirmações, ideias, pensamentos) respeitam escrupulosamente as regras da atribuição, e encontram-se devidamente indicadas no texto e nas referências bibliográficas, de acordo com as normas de referência. Tenho consciência de que a prática de plágio e Auto plágio constitui um ilícito académico.

[Porto, abril de 2021]

[Rosa Cristina Faria Reis]

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Abstract

This action research project aimed at studying the effectiveness of using role-play activities with young learners with low self-confidence, in order to enhance their speaking when acquiring a second language, which in this case is English. For this purpose, a sample group of six students was chosen, who are part of a year four group of twenty-six students, aged from nine to ten.

The investigation methodologies used in this research are quantitative and qualitative. Firstly, quantitative research was used in the preparation, application and analysis of results of a pre-study questionnaire. Secondly, qualitative research was used in the implementation of six activities focussed on the use of role-play. The learners' speaking performance was observed and it can be interpreted through the analysis grid, which was created to measure the students' evolution consistently. These observations had two moments, initially, in a guided context and then followed by an unguided context.

After analysing the results, there is strong evidence, due to the evolution of the sample group in terms of motivation, body posture, self-confidence and language use, that this strategy might be appropriate to assist low self-confidence students in improving their oral communication, when acquiring a second language. For this to occur, the necessary conditions, such as language teaching content, emotional and social contexts, must be provided by the teacher. These conditions are the basis for learners to use and develop their speaking skills.

It is implicit in this study that the use of role play enriches the process of speaking skills development in young learners. Therefore, it should be more frequently used in the classroom and perhaps further studies could help prove its efficacy.

Key words: Role-play, Young learners, Oral communication, Low self-confidence.

Resumo

Este projeto de investigação-ação tem como objetivo analisar a eficácia da implementação de atividades de “role-play” em alunos do primeiro ciclo do ensino básico, que demonstrem uma baixa autoconfiança, de forma a melhorar a sua comunicação oral durante a aprendizagem de uma língua estrangeira, mais concretamente o inglês. Para este objetivo, foi selecionada uma amostra constituída por seis alunos (integrados numa turma com um total de vinte e seis crianças) pertencentes a um grupo do quarto ano de escolaridade do primeiro ciclo do ensino básico, com idades compreendidas entre os nove e os dez anos.

As metodologias usadas nesta investigação são: a quantitativa e a qualitativa. Na fase inicial deste projeto, a investigação quantitativa é usada na preparação, aplicação e análise de resultados através de um questionário. Posteriormente, a investigação qualitativa é usada na aplicação de seis atividades de “role-play”. A observação da oralidade dos alunos e a interpretação destes resultados foi realizada através de uma tabela de observação, criada com o objetivo de avaliar a evolução do desempenho dos alunos, nesta competência, de uma forma consistente. Estas observações decorrem em dois momentos: inicialmente, num contexto guiado, seguido por um contexto não guiado.

Após a análise dos resultados, verificam-se fortes evidências de que a atividade de “role-play”, poderá ser uma estratégia válida para ajudar os alunos com baixa autoconfiança, no desenvolvimento da sua comunicação oral, durante a aprendizagem de uma segunda língua. Estas evidências confirmam-se através do aumento da motivação e de uma maior utilização da linguagem corporal por parte dos alunos, bem como pela sua melhoria ao nível da autoconfiança e da aprendizagem da língua em si.

Está implícito nesta investigação, que a utilização da estratégia de “role-play” enriquece o desenvolvimento da comunicação oral dos alunos do primeiro ciclo do ensino básico, em particular dos alunos do quarto ano de escolaridade. Por este motivo, foi possível concluir que seria benéfico usá-la mais frequentemente na sala de aula e, possivelmente, realizar mais estudos, relativos à utilização do “role-play”, que poderão ajudar a comprovar a sua eficácia.

Palavras chave: Role-play, Young learners, Oral communication, Low self-confidence.

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List of abbreviations

IPP2	INTRODUCTION TO PROFESSIONAL PRACTICE 2
CNSR	COLEGIO NOSSA SENHORA DO ROSARIO
CLIL	CONTENT AND LANGUAGE INTEGRATED LEARNING
STEAM	SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHS
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
ELT	ENGLISH LANGUAGE TEACHING
MPS	MOTOR PERCEPTIVE SKILLS
IS	INTERACTION SKILLS
SLA	SECOND LANGUAGE ACQUISITION
L1	FIRST LANGUAGE
L2	SECOND LANGUAGE
BL	BODY POSTURE
RBP	RELAXED BODY POSTURE
DWS	DIFFERENT WORDS AND SYNONYMS
INLE	INTRODUCE NEW LINES AND/OR EXTEND
SCWI	SPEAK CLEARLY AND WITH INTONATION
M	MOTIVATED

Introduction

The language teaching ethos at this school, sees the learning of the English language as a fundamental communication tool in the global world of today. As an educational environment that wishes to provide equal learning opportunities to the non-identical kind of students, it provides the necessary conditions to the teachers, so that they are able to identify the uniqueness in each learner. This is done through the use of varied and appropriate techniques, to help those who, due to personality factors like shyness and low self-confidence, need a different learning approach, to be able to reveal their hidden abilities. These personality factors revealed that oral communication in some students was lower than expected, since they have had English lessons on a daily basis from the age of three. After working with these students and analysing their level of performance in the other skills, the wish to improve their oral communication became important and the central point of this study. Therefore, it was time to find strategies to help these students demonstrate their true capacity to speak more. This resulted in identifying an area of intervention: *'Role-play as an effective technique to enhance speaking in less confident young learners when acquiring a second language'*. The steps towards structuring and implementing this study are described below.

This study begins with the School Context in Chapter I, presenting the school, its aims and philosophy, facilities, curriculum and its educational commitments: to the student, to Jesus Christ, to justice, to the community and to quality. In this chapter, the school's language teaching and specific English teaching context are also outlined.

In Chapter II, the identification and justification of the research area are explained, as well as the target group, which led to the formulation of this research question: *Can role-play be an effective technique to enhance speaking in less confident young learners when acquiring a second language?*

The theoretical foundations underlying the topics inherent in the research question of this action research project are presented in Chapter III. The necessary information here involves a discussion of oral communication/speaking in language learning, low self-confidence in young learners and the classroom technique of role-play.

Chapter IV describes the specific details of the action research project: this includes an explanation and justification of its methodology, the data collection tools employed and a justification for using them, concluding with the results of the activities implemented in both guided and unguided moments.

Chapter V comprises the discussion of results obtained in the six activities implemented, analysing and comparing the different criteria regarding the students' performance in both moments: guided and unguided.

Finally, in Chapter VI, there are the concluding remarks, which presents a reflection on the implementation of role-play in young learner classrooms, its advantages and possible improvements and applications in the future.

1. CHAPTER I: School Context

This action research project forms an integral part of my Master's in Teaching English in the 1st Cycle of Basic Education. It was carried out during the second teaching practice (IPP2), in the first term, from September to December, of the school year 2020/2021. The chosen group was a Year Four class of twenty-six students. The project was carried out at 'Colégio Nossa Senhora do Rosário' (CNSR) in Porto.

1.1. The school

'Colégio Nossa Senhora do Rosário' is located at Avenida da Boavista, 2856 / 4100-120 Porto. This Catholic school has a roll of 1,617 students and it is focused on the future and innovation, seeking academic excellence and working for human excellence in a world more and more marked by unpredictability. According to the CNSR – Colégio Nossa Senhora do Rosário - "*Somos Rosário*" (2008) This school prepares resilient students, with creativity and an initiative spirit, who will be able to assert themselves as proactive citizens, available to embrace new challenges.

As educators, they are a community rich in its diversity, endowed with talent, competence and creativity, based on ideals and used to a culture of challenge, dedication and quality, who believe in the education of new generations as their best contribution to the transformation of society. Therefore, they invest in training, providing all their students with an educational space in which each one feels happy, accompanied in their uniqueness and stimulated to their fullest personal development.

Their educational vision has its headquarters in the Institute of Religious of the Sacred Heart of Mary, to which this school belongs. Based on the identity and mission of the Institute, CNSR has always defined itself in the city of Porto, since its foundation in 1872, as a reference in the education of new generations achieved through different development schemes at different levels (scientific, artistic, technological, sports, interpersonal, spiritual) and the opening to the global world through projects that promote critical awareness and a proactive attitude.

Stated as per the CNSR – Colégio Nossa Senhora do Rosário - "*Quem Somos*" (2008), this is an establishment of Private and Cooperative Education (EPC), operating under the Pedagogical Autonomy regime for all levels of education from Pre-School, Basic and Secondary, since 1995/6, in accordance with the regulations on this matter and the

authorization granted by ‘Alvará’ number 60, of the Ministry of Education / General Inspection of Private Education, of November 24, 1932.

1.2. Aims and Ethos

In terms of Educational Commitment, according to CNSR – Colégio Nossa Senhora do Rosário – “*O Nosso Compromisso Educativo*” (2008), convinced of the importance of training as a contribution to the transformation of the world, CNSR invests in the integral development of all their students, enhancing the uniqueness of each one and the creation of happy life projects and at the service of others. The founder of the Institute of Religious of the Sacred Heart of Mary, Fr. Jean Gailhac, understood education as a privileged space of the Institute's Mission: “Education is one of the works that matters most for the good of the Church and the one that produces more certain fruits, more extensive and lasting” (Ft. Jean Gailhac, (2006) CNSR – “*Compromisso Educativo*”). Attentive to the challenges of the present times and the context in which they are inserted, the school continues today the perspectives that mark the identity of the Institute to which they belong, assuming and sharing its Mission. The Institute developed its Educational Mission based on humanistic and Christian values, affirming the primary value of the Human Person and his dignity. Its Educational Commitment, CNSR – “*Compromisso Educativo*”, (2006) is divided into five major areas to which everybody is effectively committed. These areas are:

1 - Commitment to the Student

- Providing students with an educational space in which they feel welcomed, integrated and happy.
- Focusing their action on student learning, promoting their development in all its dimensions.
- Encouraging students to enjoy knowledge and lifelong learning.
- Developing competences in students in different domains: knowledge, knowing how to do and knowing how to be.
- Promoting autonomy and learning about their life.
- Encouraging an attitude of perseverance and responsibility towards work in students.
- Supporting students in building a true-life project.

2 - Commitment to Jesus Christ

- Assuming Jesus Christ and the Gospels' values as references of being a Person and as the way to fulfilment in people's lives.
- Inviting each one to discover the love of God and to recognize that love as the source of life.
- Encouraging everyone to know, love and develop a personal relationship with God.
- Deepening their knowledge of the scriptures, Christian history and tradition, the doctrine of the Catholic Church, as well as the development of the values of Christian humanism.
- Providing a community experience and celebration of the faith, as well as other moments and activities for the development of a person's spiritual dimension.
- Trying to materialize in life, in relationships with others and in caring for the most disadvantaged, the commitment to the person of Jesus Christ.
- Encouraging the practice of the sacraments and involvement with the different proposals and activities of the local and universal Church.
- Welcoming and respecting the diversity of religions and the different forms of personal relationship with God.

3 - Commitment to Justice

- Affirming the primacy of human dignity as a reference for relationships with others and for the recognition of the fundamental rights of human beings.
- Basing their actions on evangelical charity as the full realization of Christian love.
- Integrating in the curriculum a reflection on the growing situations of social injustice and attacks on human rights in the world.
- Giving pride of place to the practice of justice in relationships with others, starting with those closest to us.
- Developing an awareness that we depend on each other and a sense of personal responsibility in promoting a more just world.
- Promoting contact with and active commitment to situations of material and human need, privileging the most disadvantaged and excluded from our society.

- Promoting independence and autonomy of the Other in order to value their personal and social being.

4 - Commitment to the Community

- Sharing the values and ideals translated into their Educational Commitment and be committed to the same Mission.
- Promoting active participation, the development of a sense of belonging and mutual esteem, in a space of harmony with professional and personal fulfilment.
- Respecting the individuality of each member of the community, recognizing the wealth of being different.
- Valuing the importance of the contribution of each member, in their different roles.
- Recognizing the central role of families as being primarily responsible for the education of their children and promoting their active participation in the educational process and in school life.
- Encouraging dialogue, teamwork, cooperation and shared responsibility.
- Promoting partnerships with other institutions and recognizing the importance of networking.

5 - Commitment to Quality

- Promoting organizational development, through a culture of continuous improvement, based on permanent learning and the sharing of knowledge.
- Encouraging everyone to continually develop their skills, giving the best of themselves.
- Developing a culture of permanent assessment and at all levels, involving different teams and all members of the community.
- Using the data resulting from the different assessment modalities and procedures to improve individual and team performance, as well as our processes and resources.
- Promoting the collection, processing and systematic analysis of information as a foundation for decision making.

- Ensuring the maintenance of a quality management system, following standardized criteria and models, as a framework for the implementation of improvement actions and for the sustained development of quality.

1.3. Facilities

The school facilities are regarded as outstanding, not only indoors but also outdoors, in all areas of education. There are a total of 74 classrooms, which are divided per level of education from Pre-School to Secondary.

In terms of sports, the school offers fantastic facilities in all areas of sports, with great outdoors and indoors playing and sports areas, such as football, basketball, gymnastics, volleyball, judo, dance, and swimming, among others.

Apart from these facilities, there are music and IT classrooms, labs, bars and a canteen, a nurse's room and various staff rooms.

1.4. Curriculum

The whole school follows the Portuguese National Curriculum. Focusing on the Primary level, more specifically years 3 and 4, they are taught Portuguese, Maths, Art, RE, PE, English on a daily basis, and '*Estudo do Meio*', which includes History and Science.

With regards to Special Educational Needs and school projects, its first commitment is to the students. The school privileges their integral development based on the uniqueness of each one, providing them with the necessary actions in which they feel welcomed, integrated and happy. The school believes that the right conditions have been created for excellent learning and for the establishment of consistent life projects based on human, ethical and Christian values with the due support and guidance from its particular team of professionals. Therefore, the team of educators is a key element in the realization of the school's Mission and Vision. This is a team equipped with human characteristics and professional skills of excellence; the school develops a culture of rigor and challenge; promotes teamwork and invests in the permanent training of all employees. These are the school's convictions so that this community of educators,

energised by its sense of belonging, assumes a shared responsibility in the commitment that unites them all with their students. CNSR – Colégio Nossa Senhora do Rosário (2008) - “*O Nosso Compromisso Educativo*”.

1.5. Language Teaching Context

Since 1999, CNSR has valued the learning of the English language, aware of its importance as a fundamental communication tool in the global world. In the belief that learning a foreign language early, allows students to expand their thinking and acquire a more global knowledge of the world, understanding and respecting different cultural realities, the school offers its students, from Pre-School (three years of age) to 12th Year, daily contact with the English language, through classes and a variety of other proposals like CLIL, STEAM projects, weekly homework, updated syllabuses and technology, etc. The certification of learning at the various levels, according to the University of Cambridge exams system, added even more value to the project. The awarding of diplomas recognized around the world makes it not only a tool for developing one of the essential skills of the knowledge society, but also a true competitive advantage in academia and in the world of work. To date more than 3,500 students at the school have taken Cambridge exams. About 100 students managed to reach the maximum qualification level, the ‘*Certificate of Proficiency in English*’ and nearly 300 reached the second highest level, the ‘*Certificate of Advanced English*’. The purpose here is to optimize the English language learning path at CNSR, allowing all students to reach the level of excellence in their domain, according to the skills of each one. Thus, on this learning path, certification is foreseen at various levels of education, according to the following structure, based on the Cambridge English for Speakers of Other Languages (ESOL) scheme:

Starters - 2nd year,

Movers - 4th year,

Flyers - 4th year,

KET (Key English Test) - 6th year,

PET (Preliminary English Test) - 6th to 9th years,

FCE (First Certificate in English) - 8th to 12th years,

CAE (Certificate of Advanced English) - 10th to 12th years,

CPE (Certificate of Proficiency in English) - 12th year.

The Content and Language Integrated Learning (CLIL) project, developed in the 1st cycle, results from the conviction that learning a foreign language is more effective when used as a content acquisition tool.

The school realized the importance of educating its students to be citizens of the global world, which means, among many other dimensions of equal importance, the mastery of the English language and its use as a tool of communication with and integration in this broad context. The implementation of an English Project at the school for almost two decades attests precisely to this longstanding concern, evidenced by the enormous investment and evolution of the project.

In this context, taking advantage of the fact that the students are exposed to learning the English language on a daily basis since pre-school, it was understood that it was possible to take a step forward, placing the foreign language at the service of content learning (specifically in the areas of Science, History and Art) and thus embodying the conception of knowledge as a process of integrating skills and language as a tool at the service of learning. The concept behind this project is that it is easier and more effective to learn a foreign language when it is used as a social instrument and not just as an object of knowledge.

In practice, this project assumes that History, Science and Art classes in the 1st cycle are taught in two languages and by two teachers simultaneously - one teacher for each specific curricular area. In order for the learning process to be fully assumed by the students, the classes involve a very strong practical component, through the realization of projects, posters, research and daily experiential work. The aim is to create a rich experimental context to introduce relevant concepts and involve students in order to help them build their self-confidence to communicate in English in these specific content areas. Like any language learning process, this is a process of gradual construction of knowledge, enhanced, in the school's perspective, by the diversification of experiences.

Much of the success of this project, it is believed, lies in the collaborative work of teachers in different areas and in the natural predisposition of children to learn foreign languages at an early age, a predisposition that is enhanced by the intentionality of all the work. It is concluded that being proficient in the domain of a foreign language does not result directly from what we know about that language but from the way (more or less effective and competent) we use it to learn.

1.6. ELT (English language teaching) Classroom Context

The delivery of ELT is based on curricular and pedagogical differentiation and regular work with groups of students defined by levels of competence in the English language. The English lessons start at Pre-School level, where there are two groups per age group and one teacher for each group. At Primary level, there three groups per year and a teacher assigned for each group. The same at Middle School and Secondary level. Every year the syllabuses are revised, each group follows the syllabus and additional material not only related to it, but also from external sources, such as stories, songs, videos, games, small projects, etc, that teachers find necessary to complement the content being taught. The technology available, like interactive boards, internet, online books and other learning materials enhances the quality of the teaching and content delivery. When the groups are being divided, there is what is called the first cycle turnover, which consists of the rotation of students and teachers in the 1st cycle. It is, above all, to consolidate the spirit of group / year, breaking with the traditional concept of class as a closed group, immutable over four years of permanence in the cycle. In this context, each group assumes different compositions throughout the course of each year and each cycle, adjusting itself, at each moment, to the teaching objectives of the teachers and to the rhythms and learning of each individual and to the group of students. The result in terms of the group and work dynamics created has been surprising, especially in the way it helps students, from a very early age, to know how to make the best of the changes and challenges that the world poses to them. These organizational changes brought numerous advantages from the point of view of students and teachers, namely, the possibility of expanding the available space for relationships and interactions between students, the affirmation of collaborative work between teachers as a catalyst for organizational change and a catalyst for personal and professional development, the possibility of joint

management of learning and assessment and the opportunity for students to benefit from the strongest characteristics of each teacher to evolve in their learning process. This new dynamic of work and pedagogical organization points to a path of innovation and continuous improvement and enhances mechanisms for preparing students for the changes they will have to face, both on their school pathways and in their life paths.

2. CHAPTER II – Identification and justification of the research area

After teaching and observing students in Year 3 and Year 4 in their English lessons and based on the fact that they had daily contact with the English language, through classes at CNSR, from a very tender age, it became apparent that their level of speaking still did not meet some of the requirements established by what is stated in the official curricular documents, “*Metas Curriculares de Inglês*” – Ensino Básico: 1, 2, 3 Ciclos, Ministério da Educação:

Produção Oral/ <i>Spoken Production</i>	
3.º ano A1	1. Produzir, com ajuda, sons, entoações e ritmos da língua
	1. Repetir as letras do alfabeto.
	2. Repetir sons e vocábulos conhecidos e memorizados.
	3. Pronunciar, com alguma clareza, palavras conhecidas.
	4. Repetir rimas, <i>chants</i> e canções ouvidos em meios áudio e audiovisuais.
	2. Expressar-se, com vocabulário muito limitado, em situações previamente preparadas
4.º ano A1	1. Comunicar informação pessoal elementar: <i>name, age, family</i> .
	3. Produzir sons, entoações e ritmos da língua
	1. Dizer rimas, <i>chants</i> e cantar canções.
	4. Expressar-se, com vocabulário limitado, em situações previamente preparadas
	1. Expressar agrado e desagrado (<i>I love Christmas pudding, I don't like turkey</i>).
	2. Descrever o que é/não é capaz de fazer (<i>I can ride a bike, I can't swim</i>).
	3. Falar sobre os temas trabalhados.

Table 1 - “*Metas Curriculares de Inglês*” – Ensino Básico: 1, 2, 3 Ciclos, Ministério da Educação

Analysing these same documents “*Metas Curriculares de Inglês*”, and having the “*Common European Framework of Reference for Languages*” (CEFR) as a reference, these are the qualitative aspects of spoken language use for A1 students:

Range: Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

Accuracy: Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.

Fluency: Can manage very short isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Interaction: Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.

Coherence: Can link words or group of words with very basic linear connectors like “and” or “then”.

This conclusion was reached after observing and analysing the students’ performance during their daily lessons. Of the four main skills, Reading, Writing and Listening were clearly achieved, the exception was oral communication i.e., Speaking. In some students, the reasons noted were firstly, lack of knowledge content (structure and vocabulary), that is, when directly approached, students were not able to understand what was being asked or, they understood, but did not know how to answer, and secondly, a particular group demonstrated lack of confidence to speak. They showed signs of some anxiety and shyness, asking to speak in the L1 as they did not want to make mistakes and be embarrassed in front of their peers. However, with some *positive* insistence, incentive and approach from the teacher, these students were able to reply/speak, giving signs of personal satisfaction for having done so. As mentioned before, these students had English lessons every day, therefore, in theory, they should be able to surpass what is expected in Year 3 and 4 as per “*The Metas Curriculares de Inglês*” in the national curriculum with English lessons only twice a week. Some support strategies were already implemented to provide support to those students with less knowledge content, such as extra work activities in the form of worksheets, reading and writing, description of pictures, etc. However, the less confident students were slightly more difficult to approach in terms of getting them to speak, as they would only do so, if directly called on by the teacher. If the knowledge was there, how to make them reveal it was another matter. It was my belief that something should be implemented to make them feel more comfortable when it came to expressing themselves orally in the L2 being learnt.

2.1. The Year 4 and target/research group

The research group of this project were 6 pupils (three boys and three girls), who were part of a Year 4 group of twenty-six students, seventeen boys and nine girls, born in 2011 (nine and 10-year-olds), who have been together since Year 1. I taught this group in Year 2 and now in Year 4 during my teaching practice. The general characteristics of this particular group have been very positive. They are a good group in terms of results not only in English but in the other subjects too. As a group, they are happy, relate and communicate well with each other and possess a great team spirit. This group is highly

motivated towards learning, they are hardworking, open minded towards new things and with a good knowledge of current affairs in general. In terms of work accomplishment, this group is heterogenous, a major part completing their tasks swiftly and the rest taking slightly more time. The group's behaviour is quite satisfactory, nevertheless there are aspects to work on especially in terms of managing their participation. Overall, there is a substantial number of students who participate actively and a lower number of students who do not. Some due to lack of knowledge and some due to low self-confidence. This point takes me to the part of my study where I will focus on the later, more precisely, the students with low less-confidence. Analysing more closely the six particular students chosen for this study, and due to the fact that I have known them since Year 2, they are full of potential when it comes to developing their oral communication skills, but avoid doing so, unless directly approached. In terms of second language achievement, according to Krashen (1981, p. 19), these 6 students possess a high second language *aptitude* (as measured by standard tests) ranging from Good to Very Good. However, in terms of second language *attitude* (affective variables), their achievement is low, as they restrain from speaking.

2.2. Justification of the research area

During my practice, when teaching the Year 4 group, it was detected that due to the characteristics of the group mentioned above, and specially focusing on the research group of six students, in general, they all enjoyed reading the dialogues presented in their coursebooks, the speaking interaction with their colleagues when doing group work and actually being in front of the whole class, when required by the teacher, to read a dialogue, not from their seats but by the board in front of the whole class. Often, this last technique was used, in order to put their restlessness to good use. What was even more interesting was the fact that even the less talkative would be willing to participate without much pressure or insistence and feeling happier to do so as, after all, they were playing a part, a role which was not a threat to their 'self'. They entered a new world of language acquisition and culture, leading them to try oral communication with motivation. According to Gardner (1985, p.10) motivation in learning a second language is "the extent to which the individual works or strives to learn the language because of a desire to do so

and the satisfaction experienced in this activity”. It was clearly observable that the students were content.

It is also important to mention that the age factor (9 – 10-year-olds) played a very positive role in these circumstances as the students were eager to communicate, do playful activities in class and put their imagination into practice. In my opinion and following Krashen’s view on second language acquisition (1981, p. 21), these could be factors that *encourage intake*. I saw this as an opportunity to improve their oral interaction. Throughout my years of teaching, I have seen that controlled and objective playful activities, with a specific area of content, are an efficient and effective way to engage students, especially in opening up to speak and acquiring language in a less formal but more natural way. This is in line with what Krashen (1981, p.1) states “Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding”. According to Almeida (1994),

working with playful activities allows students to develop creativity, imagination and sociability, reinforce content and respect the rules, the colleagues and teachers, be open to different opinions, acquire new skills, increase the bond with the colleagues (...). Playful activities help students become more confident and spontaneous in class, at school and as an individual. (p.41)

It is also important to mention that the current coursebook being used, “Iwonder 4 Pupil’s Book, incentivised the use of oral communication in the form of Role-plays and Talking points, through dialogues. I felt the students’ motivation to play the part in the dialogue as they were also familiar with the topic. These activities provoked in the whole class, their willingness to listen to the instructions, to respect the rules, and to wait for their turn, in this way contributing towards an organized lesson. These were the key factors which lead me to seriously consider using *role-play as an effective technique to enhance speaking in young learners with low self-confidence when acquiring a second language*.

3. CHAPTER III – Theoretical background

The study area of this action research project is:

“Role-play as an effective technique to enhance speaking in less confident young learners when acquiring a second language”

This chapter is divided in three main sections in order to provide a solid academic background to this research project: Oral communication/Speaking in language learning, Low self-confidence in young learners and Role-play. After studying and analysing some of the literature related to these subjects, it is hoped that there might be a positive answer to the objective of this action research project, which is:

“Can role-play be an effective technique to enhance speaking in less confident young learners when acquiring a second language?”

3.1. Oral Communication/ Speaking in language learning

For many years, it was understood that the ability to communicate in a second language was only possible when there was a high level of linguistic competence, i.e., correct accent, good vocabulary range and understanding of grammar. In theory, these elements are all that it takes to achieve language competence in all skills, reading, writing, listening and speaking, but is this really the case? This conception has been changing over the years which has had an impact in language teaching and learning. Not always having the knowledge will lead to developing the communication skill in a second language. As Nunan (2015, p.52) points out “while the ability to articulate sounds in a comprehensible manner, the possession of an adequate vocabulary, and a working knowledge of grammar were necessary, they were not sufficient for someone to communicate competently in the language.” What was then necessary for the learner to know and do, in order to be able to communicate orally? And how to reach to the point of, what the American sociolinguist Dell Hymes and Sandra Savignon developed in the mid-1960s as, communicative competence? According to Savignon (1991, p. 264) “the ability of language learners to interact with other speakers, to make meaning, is distinct from the ability to perform on

discrete-point tests of grammatical knowledge.” She adds that this ability “requires an understanding of sociocultural contexts of language in use.” (p.267).

Oral communication depends not only in mastering the components of the language, but also on producing it through speaking. It is important to distinguish two aspects of speaking: spoken production achieved through knowledge of grammar and rules and the spoken production seen as a skill. In order to speak, learners need both knowledge and skill. It would be difficult to speak without any knowledge and vice versa, to have the knowledge but not have the skill to put it into practice. However, although they work closely *together*, there is also a *difference* between knowledge and skill:

If we think about how we use our first language, then it is obvious that we spend most of our time using sentences, and very little of our time reviewing our knowledge or trying to compose perfect sentences. We would find most difficult to describe and explain all the decisions we take when we speak. So, knowledge is only a part of the affair: we also need skill. What is the difference between knowledge and skill? A fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practised. (Bygate, 1987, p. 4).

Special attention should be given to the **motor-perceptive skills** (MPS) and **interaction skills** (IS). Beginning with the first, these are the skills which involve understanding, remembering and articulating in the correct order, the sounds and structure of the language.

It is important to do things correctly, to go “by the book”, in order to be good at speaking, which means “the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey meaning” (Mackey, 1965, p.266). However, how do learners transfer this knowledge into real situations? And why not use real-life-based speaking exercises to help learners ‘relate’ knowledge with reality? Perhaps this way, learners slowly but surely could start relating words and structures learnt to what they wish to say in a natural situation. Otherwise, how can we explain that so many knowledgeable students of a second language refrain from speaking when they do model dialogues, pattern practice, oral drill tables, look-and-say exercises, oral composition, etc, in their lessons? They possess the knowledge but still, not the

confidence to demonstrate it orally. According to Wilkins (1974, p.5) there were some learning problems that exercises like these did not solve; for example, the transition from supervised learning in the classroom to real-life use of the skill, also known as ‘transfer of skills. Wilkins (1974, p.6) also points out, “if all language produced in the classroom is determined by the teacher, we are protecting the learner from the additional burden of having to make his own choices”. He continues:

as with everything else he will only learn what falls within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation. (Wilkins,1974, p.6)

Therefore, learners will have difficulty in developing their own language production and in making their own choices, which are the so important interaction skills. Bygate (1987, p.6) states that “Interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one’s intentions, while maintaining the desired relations with others.” It can be assumed that by interacting, learners produce and take in chunks of language (some learnt beforehand and some that they hear when interacting with others), which hopefully will help learners choose the correct form to express themselves. Hosni (2014) states that

although it is widely recognised that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production. (p.23)

As a way to develop the learner’s interaction skills, there are different types of communicative activities, which can be implemented in the classroom, such as oral drills (questions and answers), information-gap activities (in pairs each student has a card which completes the other’s missing information), games, acting out (mimicking for the others to

guess), role-play, among others. This study will be focused on the communicative activity of role-play. Using this type of activity might provide the learners with the opportunity to process and use a variety of language, using their knowledge of grammar and lexicon, in a particular situation. Even more if the students feel excited, connected, involved and willing to communicate with one another. Harmer (2007) confirms that

if students are involved in meaning-focused communicative tasks, then ‘language learning will take care of itself’ and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill. (p.69)

3.1.1. Oral Communication in young learners

According to the Convention on the Rights of the Child, article 1 (OHCHR, 1989, p.2), “a child means every human being below the age of eighteen years, unless under the law applicable to the child, majority is attained later.” Within this age range, they go through different school stages from pre-school, primary school, middle school and secondary school. For the purpose of this action research project, the young learners are defined as 9- and 10-year-old students from Year 4.

We begin to interact from the moment we are born. In order to develop the child’s ability to express themselves clearly and confidently, it is of the utmost importance, to recognize, *pamper* and encourage early signs of communication, which first begins with the parents, then siblings and friends and then with other adults including their school teachers. In their webinar ‘Steps to successful communication for young learners’, Reed and Koustaff (2016), affirm that “young learners need to communicate to develop their personalities, to relate to other people in social contexts, to succeed in an academic context and finally, communication is an important 21st century skill and Speaking is an integral part of communication.”

When a child watches and listens to people around them, who normally are their parents, they learn to communicate. They observe, mimic, repeat sounds and actions. The more we communicate with children, the sooner and faster will they develop these skills. KUMON (2016)

Simple routines, such as reading a story regularly, will develop language acquisition, new vocabulary and language structures, which will undoubtedly lead to communicating with greater ease and clarity. Interaction and playing with other children will help the child develop their social and interpersonal skills alongside their communication skills, which will give the child a great comfort in social situations, leading to more interaction with colleagues, teachers and hopefully helping the child to cope with what is expected from them when they begin school.

Taking advantage of the fact that children may acquire language naturally and almost effortlessly, like any other skill, the more they practise language communication the more fluent they become in the L2. Developing this skill, and by helping a child from a very tender age, is equipping them with a great tool for life. Children not only need to know the language but also how to use it. As Scrivener (2005, p. 146) points out “there is no point knowing a lot about language if you can’t use it.” However, sometimes, this might be ‘easier said than done’ as, some studies have confirmed, there are circumstances that hold children back when it comes to L2 communication connected to language barriers and emotions, which can start in very tender ages with posterior reflections.

3.1.2. Barriers to communication: Language & Emotional

Some studies confirm that there are circumstances that hold children back when it comes to speaking. Some of the possible barriers might be related to *language* and *emotions*. What do we understand by *Language Barriers*? These might be, not knowing the language to use in a particular situation or topic, not having enough opportunity to use the language in question, not having anything meaningful to say as the topic(s) is/are of no interest to the student, not having a clear instruction given by the teacher, or other reasons like support from family and teachers. If these conditions are present, this might lead to a lack of motivation, which might even influence the learners’ emotional state, especially in terms of self-confidence. Willis (1996, p. 7) mentions the fact that “learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened.” Using a range of activities, and for the purpose of this research, more specifically role-play, it is expected that learners are not

concentrated on the language form but rather on communicating with meaning using a range of language/vocabulary, previously learnt.

In this study, the role-play activities had two different stages, a *guided* and an *unguided* moment. In the *guided* moment, they were more focused on the communicative task, using the language and structures provided by the teacher. However, in the *unguided* moment, the idea was to be more unfocused in how to communicate the task, by just doing it. The purpose, of course, was for learners to feel more at ease to use the language previously presented to them, and also their own language, in other words, to develop language in a practical way. Littlewood (1984, p. 91), states that “through communication learners can integrate separate structures into a creative system for expressing meaning.” If learners are able to achieve this, hopefully the language barrier will diminish.

When it comes to *Emotional Barriers*, these vary and will make the child uncomfortable about speaking in class for they do not feel safe, are afraid to look foolish in front of their peers and teacher, feel inhibited, worried about making mistakes, are shy, with low self-confidence, or other external reasons. Another aspect which could be directly related to the emotional barrier when communicating is the ‘affective filter’, which is a hypothetical construct posited by Krashen (1985) to explain the negative and positive emotional factors that interfere with or enhance language learning. In this construct, there are some affective factors in language learning that will “filter” the amount of input in learners’ brains. According to Krashen (1985, p.82) people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input “in”. The causes of a high affective filter are anxiety, low self-esteem, lack of self-confidence, boredom, annoyance and alienation. One of Krashen’s viewpoints (1985, p. 82) is that the affective filter is responsible for individual variation in Second Language Acquisition (SLA). Therefore, when it comes to speaking skills, the affective filter needs to be as low as possible to lead to a high performance and effectiveness. Usually, this is not seen in learners with low self-confidence, which might be one of the reasons why these students reveal difficulties related to oral communication as they do not wish to be emotionally exposed in front of others. It was intended with the proposed activities to waken learners up for their capabilities, making them somehow feel, that they have it in

them and they will be able to get there, if only they allow themselves to, by believing in themselves.

3.2. Low self-confidence in young learners

“Believing in oneself and in one’s powers and abilities” is a standard definition of self-confidence (Merriam-Webster online dictionary). Stankov et al., (2012, p. 747) state that “Self-confidence refers to individuals’ beliefs that they can accomplish a given task or achieve a desired objective.” Confident young learners do not seem to be afraid to demonstrate their abilities. Some studies mention that such abilities are acquired over time and since early childhood, beginning with the people closest to the child, who normally are the parents. Undoubtedly, parents play an important role in developing the child’s capacity to relate to their internal and external world. Healey (2009, para.2) states that “Parents play an enormous role in a child's world. Children naturally look up to their parents for guidance, feeling good and learning how to behave and believe in this world.” She continues:

Some key points to nurture self-trust and confidence in a child are: Mirror back to a child his or her positive qualities. Endless Encouragement. Extend Trust: Children pick up on how you feel about them. As you extend trust to your child, they begin extending it to themselves. Self as Skilled. Children need to see their own skills and feel like they can do it.

All of these factors indicate that a nurtured and motivated child may possess a higher regard of herself in terms of self-confidence and self-esteem.

In a school learning environment, these characteristics might lead to a generally good level of performance, including in second language acquisition. However, the absence of these characteristics might lead to the opposite. With regards to self-confidence, Krashen (1981), states that:

Personality factors are interrelated with motivational factors. Briefly, it is hypothesized that the self-confident or secure person will be more able to encourage intake and will also have a lower filter. Traits related to self-confidence (lack of anxiety, outgoing personality, self-esteem) are thus predicted to relate to second language acquisition. (p.23)

The signs of low self-confidence: low self-esteem, anxiety, shyness, sensitivity, might tend to affect students' performance and more specifically for this study, when it comes to the skill of oral communication/speaking, as the fear of making mistakes or just speak in front of others could affect their egos. Brown (1977, p.352) states "Presumably, the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego".

What can be done to improve self-confidence at school or more precisely, in the child's learning environment? Firstly, from a personal perspective, it is important that everybody at school is involved, so that the learner enters a space of stability and support. A whole school approach where all school areas are involved, not only in the classroom, might help create a sense of wellbeing in the child. Secondly, from a professional point of view, the role of the teacher's interactions with the students, could have a major impact on the learner if approached in a positive rather than a negative manner. A strength-based approach could be used in a positive way, using the strengths and qualities that are already there, using them with the intention of creating wellness and adaptation, instead of focusing on imperfections and issues that need solving, Alvord and Grados (2005). As a teacher, it is important, through our behaviour, to transmit confidence to the student, especially at such tender age, in the sense that the learner should feel comfortable to approach the teacher and seek help, whether personal or school related. How could teachers transmit that confidence to students? It might help beginning with acknowledging and greeting the student, talking and listening to what they have to say, take an interest in what the learner does, show encouragement and notice their efforts and last but not least organizing fun activities which would help the quieter/less confident ones join in, among others.

It was in this sense after analysing the sample study group of this action research project, where signs of low self-confidence affected oral communication in the second language, that it was thought that a fun strategy in the form of role-play could be one of the answers to boost their confidence in speaking. The reasons were that the sample group gave signs of eagerness to be more involved and willing to try new strategies. Role-play is a relaxed, fun activity, they had a chance to practise several times (six different activities in total). This was done with the hope that, role-playing could give them clear signs that they could actually interact orally with their peers leading to, slowly but surely, higher levels of confidence. Lightbrown and Spada (1993) refer that,

According to some researchers, learners who willingly communicate in a wide range of conversational interaction are able to do so because ‘their prior language learning has led to development of self-confidence, which is based on a lack of anxiety combined with a sufficient level of communicative competence, arising from a series of reasonable pleasant [second language] experiences’ (MacIntyre, Clément, Dörnyei, and Noels 1998:548). (p.62)

3.3 Role-play

It is important to look at this term and define it separately in order to better understand its full meaning. Ladousse (1987, p.5) in her definition of role-play states that “When students assume a ‘role’, they play a part (either their own or somebody else’s) in a specific situation. ‘Play’ means that the role is taken on in a safe environment in which students are as inventive and playful as possible.” Van Ments (1999, p.4) sees that “The idea of role-play, in its simplest form, is that of asking someone to imagining that they are either themselves or another person in a particular situation.” When we watch children playing together, they are often using other roles (for example playing mummy or daddy) in an unconscious way, assuming a real-life character and they do it in a relaxed and playful manner. This does not seem to threaten their personality. This was the intention when considering using role-play in this study and with this particular group. Ladousse (1987), mentions

A group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurses, or Star Wars. Both are unselfconsciously creating their own reality, and by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people (...). The activity is enjoyable and does not threaten the students' (or the children's) personality. This 'playing' in role will build up self-confidence rather than damage it. (p.5)

When doing role-play activities, the learners have the chance to vary and improvise according to their initiative and imagination. However, for this to happen, the correct conditions have to be given to the students. When conducting this study, the students learnt and practised the necessary vocabulary/structures about the topic, applied their knowledge in the role-play itself and discussed their feelings after it. To clarify, they were told exactly what the situation was and what they had to do, in order for them to feel they 'were not being thrown into and abandoned' in a strange situation, and to avoid making them more anxious. This strategy was implemented in the activities chosen for this study, as the group had the 'guided' moment followed by the 'unguided' moment. The purpose of this was first, to let them know exactly what they had to do and secondly to make them feel free to use their imagination and initiative, leading to the expansion of the speaking topic. The results of these actions will be analysed in Chapter V. This approach is supported by Harmer (2007) who affirms that

when students are doing simulations and role-plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. Of course, we will allow them to be as creative as possible, but if they have almost no information, they may find this very difficult to do. (p.352)

3.3.1. Why might role-play be a good technique to enhance speaking in young learners?

In general, role-playing is fun, and young learners are usually captivated by something related to 'playing'. When it was suggested that everybody in the classroom was going to play a part, their eyes lightened up. The immediate reaction was "Can I do

it?”, “Can I be the teacher?”, “I can be the photographer and you the tourist”. These types of reactions were reassuring, that the project was in the right path, especially when the reactions observed in the sample group were of everything but shyness or insecurity. When planning the activities, the emphasis was on short, simple and repetitive conversations based on the topics learnt. Inawati (2014, p.2) affirms that “it is assumed that repetitive of language in the role play can make the students remember the language easier which in turn makes the students safe to produce the language.” We can consider that repetition might be a positive strategy through role-play to enhance speaking skills in these ages as they reinforce new language, learners do not have to make long sentences and will only use a few words to transmit the message, they might feel motivated to talk more as they practise what they learn and are understood, and it could help improve the learner’s confidence.

To conclude this point on role-play and based on what we have studied, read and experienced so far, we can consider that, using role-play is a way to: train learners’ speaking skills in various situations, help them develop conversations which are not a threat to their ‘self’, involve both teacher and learner in the learning process and increase motivation in oral communication. To conclude, we can concur with Ladousse (1987, p.7) when she states “Finally, role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.”

4. CHAPTER IV – The Action Research Project

Mackey and Gass (2005, p.216) mention that “although there is little general agreement on the definition of action research, it can be defined and is being implemented in many ways in the field.” Elliot (1991, p.69) sees action research as “studying a social situation considering improvement on its quality”. For Hopkins (2008, p.48), “action research focuses on the frequently occurring specific problematic situation and aims at improving it.” Van Lier (1988, p.21) supports these ideas by stating that “the two main reasons for research are either wanting to know or wanting to help.” In terms of teaching, an action research project might be used as a way to reflect on how we are doing things in the classroom. When data is collected, analysed and reflected upon, the chances to improve future teaching strategies should be bigger, leading to more efficient ways of assisting learners acquire second language skills. According to Mackey (2005, p. 216), “action research is a mode of inquiry undertaken by teachers and is more oriented to instructor and learner development than it is to theory building, although it can be used for the latter.”

4.1. Methodology

This action research project used both quantitative and qualitative methodologies. The quantitative research was used in the preparation, application and analysis of results of a pre-study questionnaire. The qualitative research was present in the observations that could be read through the analysis grid, which was created in order to measure, in a consistent manner, the learners’ speaking performance, initially, in a guided context and then followed by an unguided context. The results obtained in the quantitative research were intertwined with the results obtained in the qualitative method, resulting in a ‘mixed methods’ research paradigm. We understand in accordance with Creswell’s (2012, p.535) point of view, that, “mixed methods” is not simply collecting two distinct “strands” of research – qualitative and quantitative. It consists of merging, integrating, linking, or embedding the two “strands”. In short, the data are “mixed” in a mixed methods study.” This choice, as Creswell (2012, p. 535) supports, can “provide a better understanding of the research problem and question than either method by itself.”

4.2. Data collection tools

In order to improve the speaking skills of the sample group, specific classroom strategies were implemented. Although, this study is based on a sample group of six students, the whole class was given a **pre-study questionnaire**. The reason for this decision was based on the fact that the sample group was not aware that they were being studied, therefore avoiding any extra pressure and anxiety upon them. In terms of quantitative research, the pre-study questionnaire was used to provide us with numerical results. Brown (2001, p.6), defined questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers or selecting them among existing answers.” And adds “questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instructions and activities.” The Pre-study questionnaire (Appendix 1) was created in order to apply this concept which is, collecting data about students’ motivation and beliefs. It had a total of seven questions with three multiple optional answers (*Yes, Sometimes, No*). In two of the questions, if the answer was ‘Yes’, the learners had to explain ‘Why’. In the last question, the learners were able to add an answer of their own, beyond the ones stated in the questionnaire. The analysis of this questionnaire aimed to provide information regarding the **students’ attitude towards second language (L2) learning** [questions a) and b)], **students’ feelings and emotions about the learning process** [questions c), d), and e)] and what are some of the **students’ strategies to promote their self-learning skills** [questions f) and g)], in order to enhance oral communication in English. The students were asked to be truthful to their feelings and opinions and assured that their answers would be carefully and kindly analysed in order to help them feel more at ease when speaking.

Some in-class **observations** were also carried out before and after analysing the answers in the pre-study questionnaire. These observations were less structured as they were based on field notes taken, which involved some detailed information, impressions and even questions about the learners’ behaviours in the speaking sessions. The aim of these informal observations was for students to act as normal as possible without the stress feeling of knowing they were being observed. Mackey (2005, p175) mentions, “In less

structured observations, the researcher may rely on field notes for detailed descriptions of the phenomena being observed or transcripts of tapes of those events.” After these observations and notes, it was felt that some important data had been gathered about the sample group, not only, in terms of their real/natural attitudes and behaviours, but also, how to better perceive, analyse and compare results, when implementing the role-play activities. Mackey (2005, p. 175) confirms that “Over time and repeated observations, the researcher can gain a deeper and more multi-layered understanding of the participants and their context.” As mentioned before, although the study and observations were only upon the sample group, the whole class participated to avoid any suspicion that only six students were being observed. In other words, everybody in the class should feel equally involved in the proposed activities. The use of this strategy had the purpose of helping the sample group act ‘normally’ in their linguistic performances, so that they did not feel they were being observed and seen as a group apart from the rest of the class and act differently due to this. Also, something to avoid was the “Hawthorne Effect” which is when learners perform better because they feel good and happy at being selected for a study. Or, as Mackey (2005, p. 176) simply puts it, “if learners realize that they are under observation, their performance might improve because of the fact of that observation.” Observation was necessary; however, it was done so as not to call attention. This goes in accordance with the “observer’s paradox” which Labov, (1972, p.209) first discussed “the aim of linguistic research in the community must be to find out how people talk when they are not being systematically observed: yet we can only obtain these data by systematic observation.”

The data gathered, following the classroom observations led to the creation of **an analysis grid**, (Appendix 3) for each role-play session. The role-play activities implemented had two moments, the first was *guided*, students were shown the topic of the activity, what they had to say in the dialogue in terms of vocabulary content and language structures. The second was *unguided*, where students, using the same activity and after having practised the lines, vocabulary and structure in the first moment, could alter or change the lines, adding structure and vocabulary, expressions, body language, yet, without changing the topic. The information in the analysis grid was created to compare the students’ speaking progress from one moment to the next. It was expected

that the unguided moment would show if the learners were gaining more confidence when performing their part in the activity.

4.3 Results

The results of this study are based on a sample group of 6 students from Year 4, who have English lessons on a daily basis. First, we will look at the student's answers in the pre-study questionnaire given to them, followed by the reading of the results of the six guided activities and finishing with the reading of the results of the six unguided activities.

4.3.1 Pre-Study Questionnaire







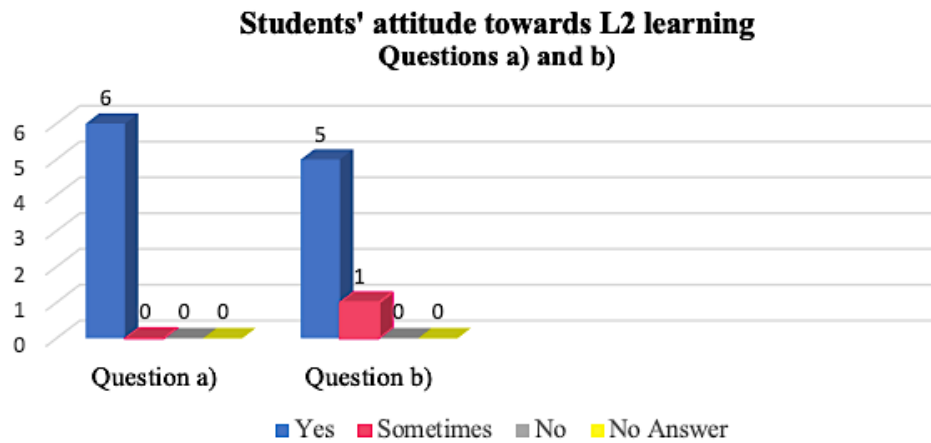
Pre-study Questionnaire				
Questions	Number of students per answer			
				No answer
a) Do you enjoy speaking English?	6	0	0	0
b) Do you normally understand what your teacher says in class?	5	1	0	0
c) Are you afraid to tell your teacher you don't understand? <i>If yes, Why? *</i>	0	1*	5	0
d) Do you think you can speak more English in class?	5	1	0	0
e) Do you feel nervous when the teacher asks you to speak in English? <i>If yes, why? ** and ***</i>	1**	2***	3	0
f) Do you practise speaking English outside the school?	4	2	0	0
g) What type of activities help you to speak more English in class?				
I) Dialogues (roleplay)	6	0	0	0
II) Songs	2	1	1	2
III) Videos	2	2	0	2
IV) Pictures	2	0	2	2
V) Other:	6	0	0	0
Reading/Speaking	1	0	0	0
Presentation	1	0	0	0
Presentations and stories	1	0	0	0
People	1	0	0	0
More Study	1	0	0	0
Movies in English	1	0	0	0
Key:				
 = Yes	 = Sometimes		 = No	
<i>If yes, why?</i>				
* - Because I'm embarrassed to say it	** - I'm nervous and I lose concentration		*** - I don't understand English very well	
			*** - I am nervous because I feel embarrassed	

Table 2 – Pre-study questionnaire

The pre-study questionnaire was given to the group of twenty-six students, however, the results accounted for, belong to the group of six students, who were the sample for this project. This was conducted prior to the implementation of the role-play activities and

with the intention of obtaining the learners' feedback in relation to their attitudes, feelings and strategies regarding English. The information registered above, shows the number of students per answer. However, for a clearer analysis, the questionnaire results have been divided in three sections:

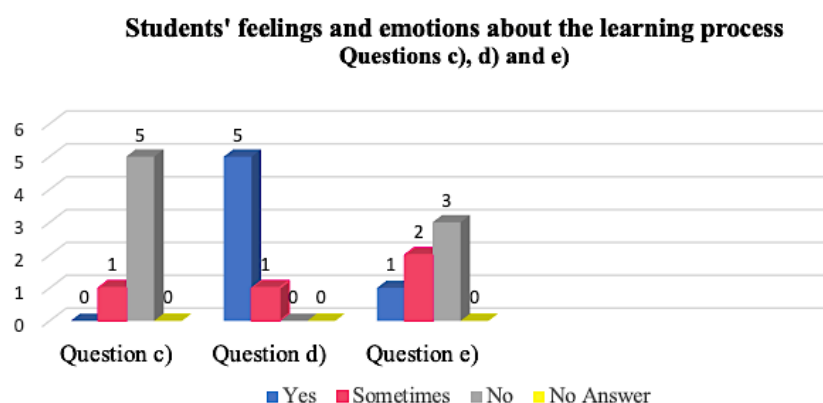


Question a) Do you enjoy speaking English?

Question b) Do you normally understand what your teacher says in class?

Graph 1 – Students' attitude towards L2 learning – Questions a) and b)

Regarding students' attitude towards learning a second language i.e., English, and answering question a) six students enjoy speaking English and question b) five students understand what the teacher says in class and one student only sometimes.



Question c) Are you afraid to tell your teacher you don't understand? *If yes, Why? **

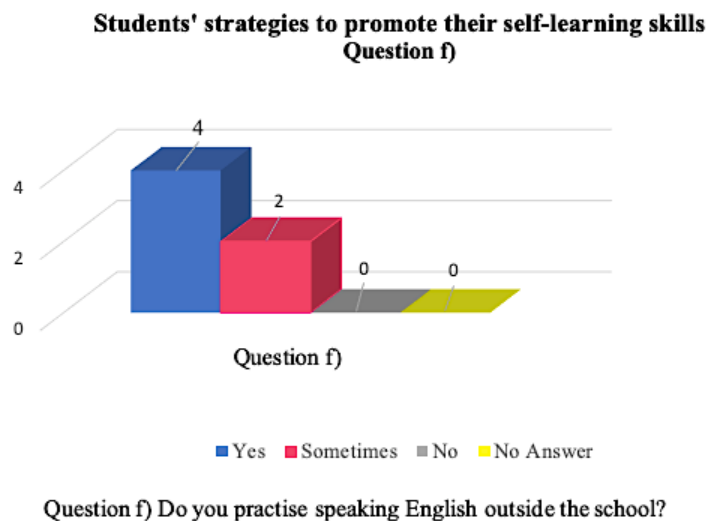
Question d) Do you think you can speak more English in class?

Question e) Do you feel nervous when the teacher asks you to speak in English? *If yes, why? ** and ****

Graph 2 – Students' feelings and emotions about the learning process – Questions c), d) and e)

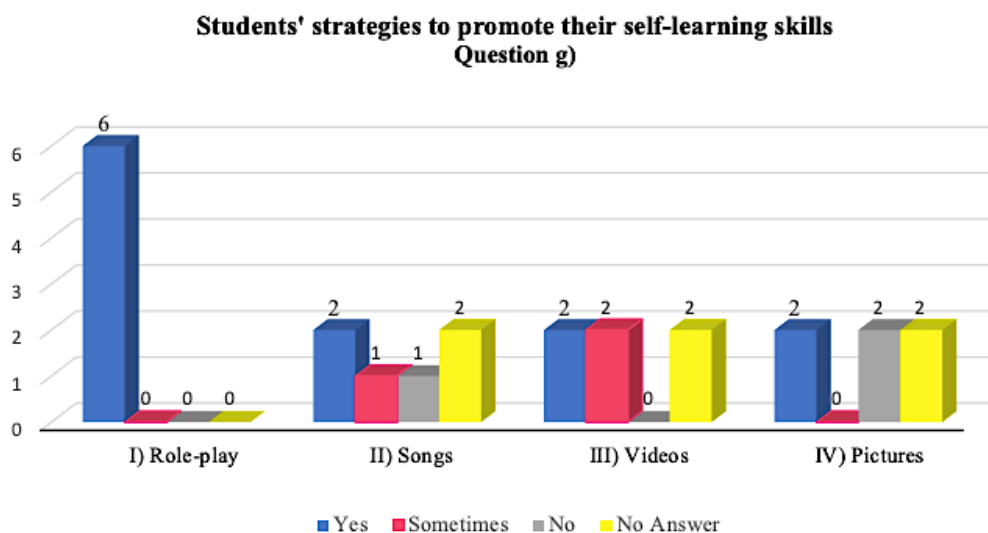
Concerning the students' feelings and emotions about the learning process, regarding question c) one student is sometimes afraid to tell the teacher they do not understand, because they are embarrassed to say it. However, five students are not. Regarding question d), whereas five students think they can speak more English in class, one student replies that sometimes this can happen.

In terms of question e) three students do not feel nervous when the teacher asks them to speak English in class, whereas two only feel nervous sometimes, because one does not understand English very well and the other is afraid because s/he feels embarrassed. One student replied yes because when s/he is nervous, loses concentration.



Graph 3 – Students' strategies to promote their self-learning skills– Question f)

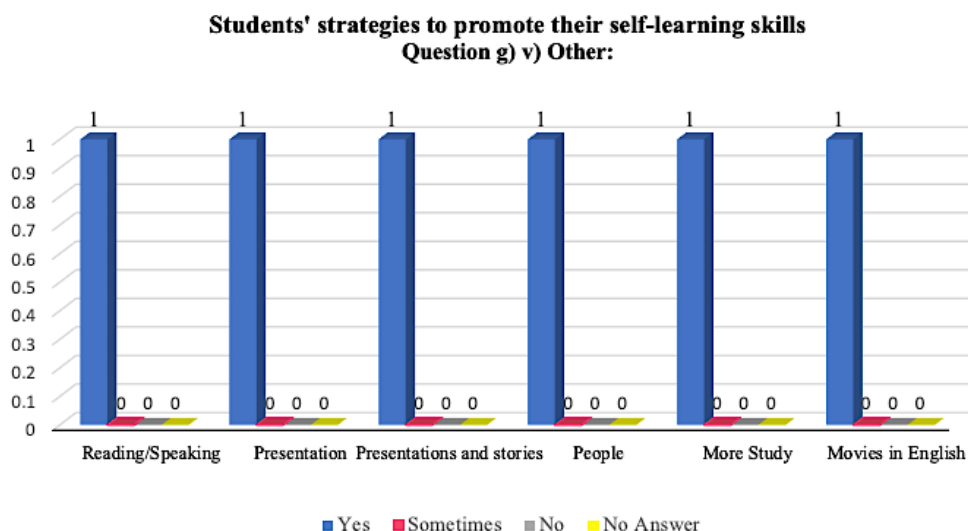
In relation to question f) when asked if they practised speaking English outside the school, four students do it regularly and two practised speaking the language only sometimes.



Question g) What type of activities help you to speak more English in class?

Graph 4 – Students' strategies to promote their self-learning skills– Question g)

When it comes to the type of activities that help students to speak more English in class, starting with **Pictures**, the results show that two students chose *Yes*, two chose *No*, and two gave *No answer*. The **Videos** show that two students chose *Yes*, two *Sometimes* and two gave *No answer*. In terms of **Songs**, two students gave a *Yes* answer, followed by one *Sometimes* and two with *No answer*. However, in terms of **Role-play**, the answer was unanimous where the total of six students chose a *Yes* answer.



Question g) What type of activities help you to speak more English in class? v) Other:

Graph 5 – Students' strategies to promote their self-learning skills– Question g) v) Other

When students were asked to suggest any other activities that could help them speak more English in class, the options provided by the students were *Reading/Speaking* activities, *Presentations*, *Presentations and Stories*, *Talking to people*, *More study* and to *Watch movies in English*.

4.3.2 Presentation of data from the Analysis Grids (each activity)

The analysis grids presented below, refer to two moments, guided and unguided, in which six activities were equally implemented. Here are the results:

4.3.2.1 Guided moments

ACTIVITY 1

This is part of Unit 1 – Music. It is a dialogue, where the teacher is choosing students for the school show.

Setting: School Hall

Characters: Teacher & Student.

Ron: Who's next?

Mary: I am.

Ron: What can you do?

Mary: I can **dance** and I can **play the violin**.

I practise every day.

Ron: OK. Let's see what you can do.

...

Ron: You **dance** really well and you **play the**

violin beautifully, Mary. You're amazing!

That's a 'yes' for the school show!

An illustration showing a young girl on the left, wearing a purple leotard and pink pants, playing a violin. On the right, a young boy with glasses and a brown jacket is shown in a thinking pose, with his hand on his chin.

DATES: **Guided:** 02/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 1		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	+/-	+/-	no	no	+/-	+/-
	2	no	no	no	no	no	+/-
	3	+/-	no	no	no	+/-	+/-
	4	no	no	no	no	+/-	no
	5	+/-	+/-	no	no	+/-	yes
	6	no	+/-	no	no	+/-	no

Results: Yes; +/-; No

Table 3 – Activity 1/Analysis Grid: Guided Moment

Guided Moment I describes a situation where the teacher has to choose students for the school play. The students had to play both parts, as a teacher (slightly more serious) and as the student, (showing the performance abilities). The lines were given to both and in the ability part, students could be free to say and show what they could do. In terms of the first criteria, '*Body Language*' (BL), three students used none and three students used

some. Regarding the second criteria, ‘*Have a relaxed body posture*’ (RBP), three students had none and three some. For the third criteria ‘*Use different words and/or synonyms*’ (DWS), the six students used none. The same results for the fourth criteria ‘*Introduce new lines and/or extend*’ (INLE), none of the students chose it. In the fifth criteria ‘*Speak clearly and with intonation*’ (SCWI), only one student did not, whereas the other five spoke clearly and with intonation. Finally, in the sixth criteria ‘*Are motivated*’ (M), one student was, two students did not show any signs of motivation and three showed some.

ACTIVITY 2

This is part of unit 1 – Music. Students have to talk about routines, habits, and moment situations in order to practise the Present Simple and Continuous tense.

Setting: At home, on the phone

Characters: School friends Tom & Clare

TOM:

CLARE:

TOM:

CLARE:

TOM:

CLARE:

TOM:

CLARE:

TOM:

Hi, Clare, what are you doing?

I'm reading a book about Japan.

Are you in the library?

No, I'm at home. I usually go to the library on Fridays, what about you?

I'm watching TV.

Do you want to come over for dinner? We always have burgers on Wednesdays.

I'd love to, but it's my dad's birthday and we are having a party.

Ok, you can come another time. My mum usually cooks something good every day!

Ok, bye....!

DATES: Guided: 09/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 2		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	+/-	yes	no	no	yes	yes
	2	+/-	+/-	no	no	+/-	yes
	3	+/-	yes	no	no	yes	yes
	4	+/-	yes	no	no	+/-	+/-
	5	+/-	+/-	no	no	yes	yes
	6	+/-	+/-	no	no	+/-	+/-

Results: Yes; +/-; No

Results: Yes; +/-; No

Table 4 – Activity 2/Analysis Grid: Guided Moment

Guided Moment II describes a situation where students had to talk about routines, habits and situations happening at the moment, in other words, practise the present simple and continuous tense. The students had to play both parts. Two students are at home and talk on the phone about their day. In terms of the first criteria, (BL), six students used some. Regarding the second criteria, (RBP), three students had a relaxed body posture

(yes) and three students had some. For the third criteria (DWS), the six students used none. In the fourth criteria (INLE), none of the students did it. In the fifth criteria (SCWI), three students showed clear speaking and intonation and three showed some. Finally, in the sixth criteria (M), four students were clearly motivated, and two students showed some signs of motivation.

ACTIVITY 3

This role-play activity is part of Unit 1 – Music. Students have to talk about their favourite instrument. Students practise both Present Simple and Present Continuous Tense.

Setting: Music Lesson.
Characters: 2 school colleagues

A – Hello! _____ What are you doing?

A – What's the name of that instrument?

A – How do you play it?

A – Where does it come from?

A – What is it made of?

A – You play really well! Congratulations!

B – I'm playing my favourite musical instrument!

B – It's a/an ...

B – I

B – It comes from

B – It's made of ...

B – Thanks!

DATES: Guided: 16/11/2020

ANALYSIS GRID
CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 3		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	yes	yes	no	no	yes	yes
	2	yes	+/-	no	no	yes	yes
	3	yes	yes	no	no	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	+/-	no	no	+/-	yes
	6	yes	yes	no	no	+/-	yes

Results: Yes; +/-; No

Results: Yes; +/-; No

Table 5 – Activity 3/Analysis Grid: Guided Moment

Guided Moment III describes a situation where students had to talk about their favourite musical instruments. The students had to play both parts. Here they practise vocabulary related to musical instruments, how they are played, materials they are made of and their origin. In terms of language, students practised the present simple and present continuous tense. For the first criteria, (BL), six students clearly used it. Regarding the

second criteria, (RBP), four students had a relaxed body posture and two students had some. For the third criteria (DWS), the six students used none. In the fourth criteria (INLE), none of the students did it. In the fifth criteria (SCWI), four students spoke clearly and with intonation and two more or less. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 4

This role-play activity is part of Unit 1 – Music. Students ask and answer questions about themselves focusing on where they come from, live and how many languages they speak.

Setting: School playground.

Characters: Sasha (new school friend from abroad & Joana from Portugal).

1 – Where do you come from?

2 - Where do you live?

3 – What languages do you speak?|

4 – Where do your grandparents come from?

5 – Where does your best friend come from?

6 – What do you like doing in your free time?

DATES: **Guided:** 23/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 4		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	+/-	+/-	no	no	+/-	yes
	2	+/-	+/-	no	no	+/-	yes
	3	+/-	+/-	no	no	yes	yes
	4	+/-	+/-	no	no	yes	yes
	5	+/-	+/-	no	no	yes	yes
	6	no	no	no	no	+/-	yes

Results: Yes: +/-: No

Results: Yes; +/-; No

Table 6 – Activity 4/Analysis Grid: Guided Moment

Guided Moment IV describes a situation where students had to talk about themselves, answering questions about where they were from, where they lived and how many languages they spoke. The dialogue involved a foreign student. The students had to play both parts. Here they practised vocabulary related to countries, nationalities, languages and hobbies. In terms of the first criteria, (BL), five students clearly used it and one did not. Regarding the second criteria, (RBP), five students had a relaxed body posture, and one student did not. For the third criteria (DWS), the six students used none. In the fourth criteria (INLE), none of the students did it. In the fifth criteria (SCWI), three students showed clear speaking and intonation and three showed some. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 5

This role-play activity is inserted in Unit 2 – Animal Survival. Students have to practise the use of *infinitive*, *-ing* form.

Setting: School trip on the bus.

Characters: School friends

TOM: Julia, are you good at basketball?

JULIA: Not really, I'm not very good at sports. But I enjoy swimming!

TOM: So, what do you like doing in your free time?

JULIA: Well, I don't like staying at home, but I love going for walks. I like taking photos of nature. I'm good at that!

What about you Tom? What are you good at?

TOM: I'm good at looking after my pets! I've got a dog!

JULIA: What do you like doing in your free time?

TOM: I like taking my dog to the park!

JULIA: Can I come with you?

...

DATES: Guided: 02/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 5		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	yes	yes	yes	yes	yes	yes
	2	+/-	yes	no	no	yes	yes
	3	yes	yes	yes	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	no	no	yes	yes
	6	yes	yes	no	no	yes	yes

Results: Yes; +/-; No

Table 7 – Activity 5/Analysis Grid: Guided Moment

Guided Moment V describes a dialogue between two school colleagues on the bus going on a school trip. They had to talk about what they were good at, what they liked and did not like doing in their free time. Here the language aim was to practise the verb patterns (use of infinitive and ‘ing’ forms). The students had to play both parts. In terms of the first criteria, (BL), five students clearly used body language and one used some. Regarding the second criteria, (RBP), the six students had a relaxed body posture. For the third criteria (DWS), four students used none, however two students introduced new words. In the fourth criteria (INLE), two of the students did it and four did not. In the fifth criteria (SCWI), the six students showed clear speaking and intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 6

This role-play activity is part of Unit 2 Animal Survival. Students are going to the Safari Park and they have to ask questions to the Safari Park ranger.

Setting: Safari Park
Characters: Park Ranger and visitor.

PR: Good morning and welcome to the "Animal Safari Park".

Visitor: How many different kinds of animals are in the park?

PR: About 64.

Visitor: Can we take photos?

PR: Yes, but you must stay inside the jeep.

Visitor: Can we feed the animals?

PR: Only the flamingos, but you must buy the food in our shop.

Visitor: Can we have a snack in the jeep?

PR: You mustn't eat inside the car because the smell of food attracts the lions.

Visitor: Ok

PR: Remember, we mustn't make a lot of noise or shout! Let's go!

DATES: Guided: 09/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 6		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	yes	yes	no	no	yes	yes
	2	yes	yes	no	no	yes	yes
	3	yes	yes	no	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	no	no	yes	yes
	6	yes	yes	no	no	yes	yes

Results: Yes: +/- No

Results: Yes; +/-; No

Table 8 – Activity 6/Analysis Grid: Guided Moment

Guided Moment VI describes a situation where students were visiting a safari park and had to ask questions to the safari park ranger about the rules of the park. Students had to practise modal verb 'must' and 'mustn't'. The students had to play both parts. In terms of the first criteria, (BL), the six students clearly used it. Regarding the second criteria, (RBP), the six students had a relaxed body posture. For the third criteria (DWS), the six students used none. In the fourth criteria (INLE), five students did not introduce new lines or extend, but one did. In the fifth criteria (SCWI), the six students showed clear speaking and intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

4.3.2.2 Unguided moments

ACTIVITY 1

This is part of Unit 1 – Music. It is a dialogue, where the teacher is choosing students for the school show.

Setting: School Hall

Characters: Teacher & Student.

Ron: Who's next?

Mary: I am.

Ron: What can you do?

Mary: I can dance and I can play the violin.
I practise every day.

Ron: OK. Let's see what you can do.

...

Ron: You dance really well and you play the violin beautifully, Mary. You're amazing!
That's a 'yes' for the school show!

DATES: Unguided: 04/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 1		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	+/-	yes
	2	+/-	+/-	no	no	+/-	yes
	3	yes	yes	yes	no	+/-	yes
	4	+/-	+/-	yes	no	+/-	+/-
	5	yes	yes	no	yes	+/-	yes
	6	+/-	+/-	yes	+/-	+/-	+/-

Results: Yes; +/-; No

Results: Yes; +/-; No

Table 9 – Activity 1/Analysis Grid: Unguided Moment

Looking at Unguided Moment I, regarding the first criteria, (BL), three students clearly used it and three students only used some. Regarding the second criteria, (RBP), three students had a relaxed body posture, and three students were more or less relaxed. For the third criteria (DWS), four students used different words and or synonyms but three did not. In the fourth criteria (INLE), three students did not introduce new lines or extend, two did and one tried to (started but did not finish going back to the original line or used the wrong word). In the fifth criteria (SCWI), the six students showed some clarity in speaking and intonation. Finally, in the sixth criteria (M), four students were clearly motivated, and two students were more or less motivated.

ACTIVITY 2

This is part of unit 1 – Music. Students have to talk about routines, habits, and moment situations in order to practise the Present Simple and Continuous tense.

Setting: At home, on the phone

Characters: School friends Tom & Clare

TOM: Hi, Clare, what are you doing?

CLARE: I'm reading a book about Japan.

TOM: Are you in the library?

CLARE: No, I'm at home. I usually go to the library on Fridays, what about you?

TOM: I'm watching TV.

CLARE: Do you want to come over for dinner?
We always have burgers on Wednesdays.

TOM: I'd love to, but it's my dad's birthday and we are having a party.

CLARE: Ok, you can come another time. My mum usually cooks something good every day!

TOM: Ok, bye...!

DATES: Unguided: 12/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
	Activity 2	Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	+/-	+/-	no	no	+/-	yes
	3	yes	yes	yes	yes	yes	yes
	4	+/-	yes	+/-	yes	+/-	yes
	5	yes	yes	yes	yes	yes	yes
	6	+/-	yes	yes	yes	yes	yes

Results: Yes: +/-: No

Results: Yes; +/-; No

Table 10 – Activity 2/Analysis Grid: Unguided Moment

Analysing Unguided Moment II, regarding the first criteria, (BL), three students clearly used it and three students only used some. Regarding the second criteria, (RBP), five students had a relaxed body posture, and two students were more or less relaxed. For the third criteria (DWS), four students used different words and or synonyms, one student tried to (started but did not finish going back to the original line or used the wrong word) and one did not. In the fourth criteria (INLE), five students introduced new lines or extend, and one did not. In the fifth criteria (SCWI), four students did and two showed some clarity in speaking and intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 3

This role-play activity is part of Unit 1 – Music. Students have to talk about their favourite instrument. Students practise both Present Simple and Present Continuous Tense.

Setting: Music Lesson.

Characters: 2 school colleagues

A – Hello! _____ What are you doing?

A – What's the name of that instrument?

A – How do you play it?

A – Where does it come from?

A – What is it made of?

A – You play really well! Congratulations!

B – I'm playing my favourite musical instrument!

B – It's a/an ...

B – I

B – It comes from

B – It's made of ...

B – Thanks!

DATES: Unguided: 19/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 3		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	yes	yes
	5	yes	yes	yes	yes	+/-	yes
	6	yes	yes	yes	yes	+/-	yes

Results: Yes; +/-; No

Table 11 – Activity 3/Analysis Grid: Unguided Moment

Analysing Unguided Moment III, regarding the first criteria, (BL), the six students clearly used body language. Regarding the second criteria, (RBP), the six students had a relaxed body posture. For the third criteria (DWS), the six students used different words and or synonyms. In the fourth criteria (INLE), the six students introduced new lines or extended. In the fifth criteria (SCWI), four students did and two showed some clarity in speaking and intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 4							
This role-play activity is part of Unit 1 – Music. Students ask and answer questions about themselves focusing on where they come from, live and how many languages they speak.							
Setting: School playground.							
Characters: Sasha (new school friend from abroad & Joana from Portugal.							
1 – Where do you come from? 2 – Where do you live? 3 – What languages do you speak? 4 – Where do your grandparents come from? 5 – Where does your best friend come from? 6 – What do you like doing in your free time?							
DATES: Unguided: 26/11/2020							
ANALYSIS GRID							
CRITERIA – The Students:							
		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 4		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	+/-	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	+/-	yes
	3	+/-	yes	yes	yes	yes	yes
	4	+/-	+/-	no	no	yes	yes
	5	yes	+/-	yes	yes	yes	yes
	6	no	yes	yes	yes	yes	yes

Results: Yes; +/-; No

Table 12 – Activity 4/Analysis Grid: Unguided Moment

Analysing Unguided Moment IV, regarding the first criteria, (BL), two students clearly used body language, three students used some and one did not. Regarding the second criteria, (RBP), four students had a relaxed body posture, whereas two showed a more or less relaxed posture. For the third criteria (DWS), five students used different words and or synonyms, but one did not. In the fourth criteria (INLE), five students introduced new lines or extended, but one did not. In the fifth criteria (SCWI), five students did and one showed some clarity in speaking and intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 5							
This role-play activity is inserted in Unit 2 – Animal Survival. Students have to practise the use of <i>infinitive</i> , <i>-ing</i> form.							
Setting: School trip on the bus. Characters: School friends							
TOM: Julia, are you good at basketball? JULIA: Not really, I'm not very good at sports. But I enjoy swimming! TOM: So, what do you like doing in your free time? JULIA: Well, I don't like staying at home, but I love going for walks. I like taking photos of nature. I'm good at that! What about you Tom? What are you good at? TOM: I'm good at looking after my pets! I've got a dog! JULIA: What do you like doing in your free time? TOM: I like taking my dog to the park! JULIA: Can I come with you? ...							
DATES: Unguided: 04/12/2020							
ANALYSIS GRID							
CRITERIA – The Students:							
		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 5		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	yes	yes	yes	yes
	6	yes	yes	yes	yes	yes	yes
Results: Yes; +/-; No							

Table 13 – Activity 5/Analysis Grid: Unguided Moment

Analysing Unguided Moment V, regarding the first criteria, (BL), the six students clearly used body language. Regarding the second criteria, (RBP), the six students had a relaxed body posture. For the third criteria (DWS), five students used different words and or synonyms, but one did not. In the fourth criteria (INLE), five students introduced new lines or extended, but one did not. In the fifth criteria (SCWI), the six students spoke clearly and with intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

ACTIVITY 6

This role-play activity is part of Unit 2 Animal Survival. Students are going to the Safari Park and they have to ask questions to the Safari Park ranger.

Setting: Safari Park

Characters: Park Ranger and visitor.

PR: Good morning and welcome to the "Animal Safari Park".

Visitor: How many different kinds of animals are in the park?

PR: About 64.

Visitor: Can we take photos?

PR: Yes, but you must stay inside the jeep.

Visitor: Can we feed the animals?

PR: Only the flamingos, but you must buy the food in our shop.

Visitor: Can we have a snack in the jeep?

PR: You mustn't eat inside the car because the smell of food attracts the lions.

Visitor: Ok

PR: Remember, we mustn't make a lot of noise or shout! Let's go!

DATES: Unguided: 11/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
	Activity 6	Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	yes	yes	+/-	no	yes	yes
	3	yes	yes	no	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	no	yes	yes	yes
	6	yes	yes	no	yes	yes	yes

Results: Yes; +/-; No

Results: Yes; +/-; No

Table 14 – Activity 6/Analysis Grid: Unguided Moment

Looking at Unguided Moment VI, regarding the first criteria, (BL), the six students clearly used it. In the second criteria, (RBP), the six students had a relaxed body posture. For the third criteria (DWS), four students did not use different words and or synonyms, one did and one tried to (started but did not finish going back to the original line or used the wrong word). In the fourth criteria (INLE), four students introduced new lines or extended and two did not. In the fifth criteria (SCWI), the six students spoke clearly and with intonation. Finally, in the sixth criteria (M), the six students were clearly motivated.

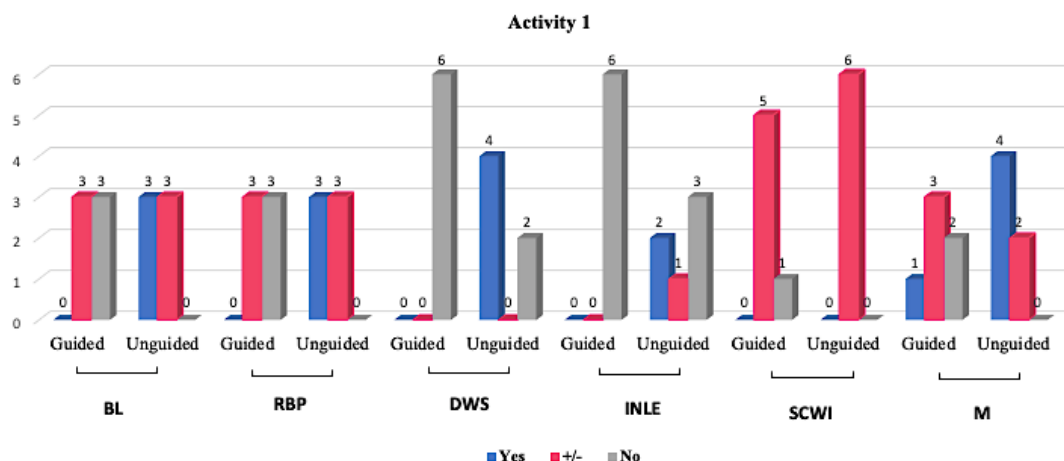
These results have been analysed separately, first for the guided moment and then for the unguided moment. In the next chapter they will be compared and discussed.

The main findings of the action research project will be presented in this chapter. The results focus on the analysis of the six role-play implemented activities. Each activity consists of a dialogue based on the units taught in class. More specifically, activities 1, 2, 3 and 4 are related to Unit 1 under the topic of Music. Activities 5 and 6 are related to Unit 2 under the topic of Animal Survival.

These observations took place in two moments: guided and unguided.

Results: Yes; +/-; No

55



Graph 6 – Activity 1/Analysis Grid: Guided and Unguided Moment

In terms of *Body Language* (BL), in the guided moment three students did not show any signs of body language, and the other three showed some signs. The results changed positively in the unguided moment, when three students used BL and the other three revealed some. It is worth mentioning that 50% of the students evolved from “No” to “+/-” and the other 50% from “+/-” to “Yes”.

In terms of *Have a Relaxed Body Posture* (RBP), in the guided moment, three students did not have a relaxed body posture and three students showed a more or less relaxed body posture. In the unguided moment there was also an improvement of results, since five out of six students showed progress in RBP.

In terms of *Use different words and/or synonyms* (DWS), the six students did not use it in the guided moment, however in the unguided, three students continued not using different words, but four students did, examples: “show me”, “great”.

In terms of *Introduce new lines/extend* (INLE), in the guided moment none of the students used it. In the unguided moment three students did not add any, one student tried to but went back to the original script. Two students introduced new lines. Examples: “Hello, good morning”, “you play really well”, “you sing well”, “ok for the school show”.

In terms of *Speak clearly and with intonation* (SCWI), in the guided moment, five students spoke with some clarity and varied intonation and one student did not. In the unguided moment, one student improved and the other five stayed the same. The

improvement happened in the student with no previous clarity in speaking in the guided moment one.

In terms of *Are motivated* (M), in the guided moment, only one student was clearly motivated, three showed some motivation and two students showed none. Whereas in the unguided moment, four students were clearly motivated, and two students showed some motivation. The same student that showed motivation in the guided moment kept the same attitude and the other five improved.

ACTIVITY 2

This is part of unit 1 – Music. Students have to talk about routines, habits, and moment situations in order to practise the Present Simple and Continuous tense.

Setting: At home, on the phone

Characters: School friends Tom & Clare

TOM: Hi, Clare, what are you doing?

CLARE: I'm reading a book about Japan.

TOM: Are you in the library?

CLARE: No, I'm at home. I usually go to the library on Fridays, what about you?

TOM: I'm watching TV.

CLARE: Do you want to come over for dinner? We always have burgers on Wednesdays.

TOM: I'd love to, but it's my dad's birthday and we are having a party.

CLARE: Ok, you can come another time. My mum usually cooks something good every day!

TOM: Ok, bye...!

DATES: Guided: 09/11/2020 – Unguided: 12/11/2020

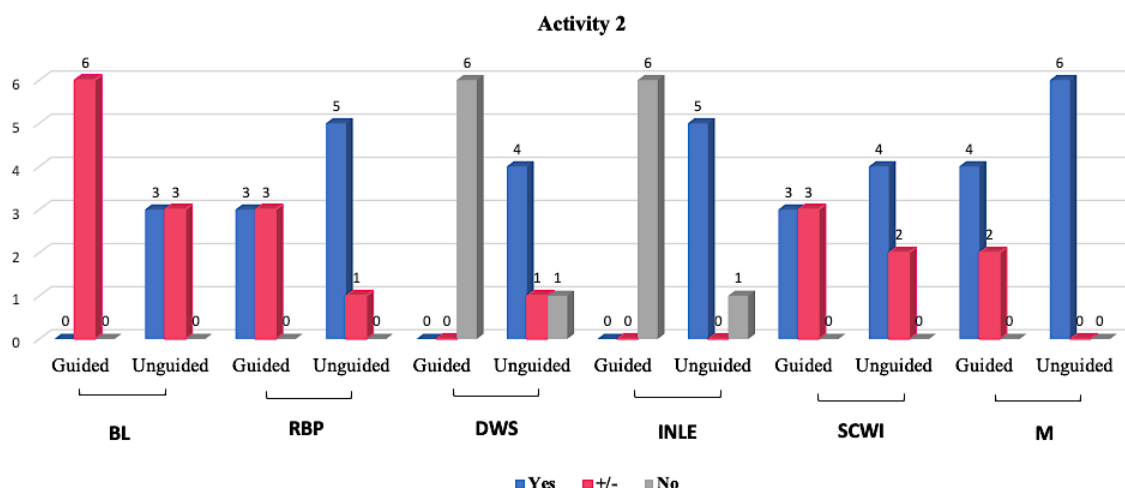
ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 2		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	+/-	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	2	+/-	+/-	+/-	+/-	no	no	no	no	+/-	+/-	yes	yes
	3	+/-	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	4	+/-	+/-	yes	yes	no	+/-	no	yes	+/-	+/-	+/-	yes
	5	+/-	yes	+/-	yes	no	yes	no	yes	yes	yes	yes	yes
	6	+/-	+/-	+/-	yes	no	yes	no	yes	+/-	yes	+/-	yes

Results: Yes; +/-; No

Table 16 – Activity 2/Analysis Grid: Guided and Unguided Moment



Graph 7 – Activity 2/Analysis Grid: Guided and Unguided Moment

In terms of BL, in the guided moment, the six students used some. However, three students evolved positively and the other three kept the same posture.

In terms of RBP, two of the students evolved from “+/-” to “Yes” and the remaining four kept the same posture in the two moments, i.e., three students clearly showed a RBP and one student showed only some.

When using DWS, none of the six students came up with different words or synonyms in the guided moment, but in the unguided, four did, one tried, and one did not. Examples of new words: “My mum cooks **pizza**”, “watching a film”, “sometimes”.

As described in DWS, also in INLE, the same results were verified, except one student that went from “No” to “Yes”. Examples used by the students: “*you playing computer games?*”, “we can play football”, “ok, tomorrow we can play”, “do you want to play with me?”, “yes, we can go to the park!”, “can we play tomorrow?”, “ok, bye”, “do you like burgers?”, “yes, I, do”, “I can’t go today. *Tomorrow, we ride a bike?*”

In SCWI, in the guided moment, three students spoke clearly and three showed some clarity in speaking and intonation. In the unguided moment, only one student went from “+/-” to “Yes” and the other five kept the same results.

Finally, in terms of M, in the guided moment, four students were clearly motivated and two were more or less motivated. These results changed for the better as in the unguided moment the total of six students were motivated when performing the dialogue.

ACTIVITY 3

This role-play activity is part of Unit 1 – Music. Students have to talk about their favourite instrument. Students practise both Present Simple and Present Continuous Tense.

Setting: Music Lesson.

Characters: 2 school colleagues

A – Hello! ____ What are you doing?

B – I'm playing my favourite musical instrument!

A – What's the name of that instrument?

B – It's a/an ...

A – How do you play it?

B – I

A – Where does it come from?

B – It comes from

A – What is it made of?

B – It's made of ...

A – You play really well! Congratulations!

B – Thanks!

DATES: Guided: 16/11/2020 – Unguided: 19/11/2020

ANALYSIS GRID

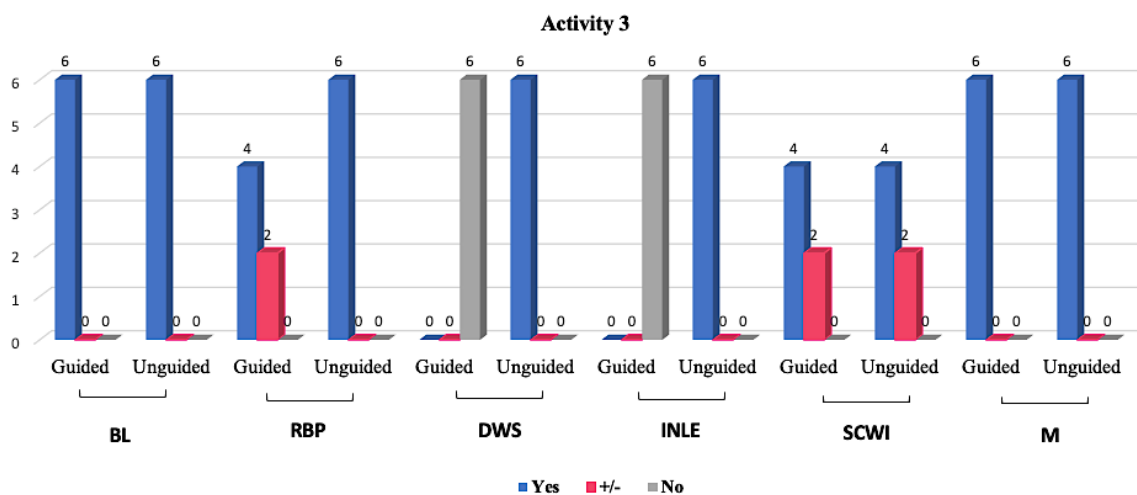
CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 3		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	2	yes	yes	+/-	yes	no	yes	no	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	5	yes	yes	+/-	yes	no	yes	no	yes	+/-	+/-	yes	yes
	6	yes	yes	yes	yes	no	yes	no	yes	+/-	+/-	yes	yes

Results: Yes; +/-; No

Results: Yes; +/-; No

Table 17 – Activity 3/Analysis Grid: Guided and Unguided Moment



Graph 8 – Activity 3/Analysis Grid: Guided and Unguided Moment

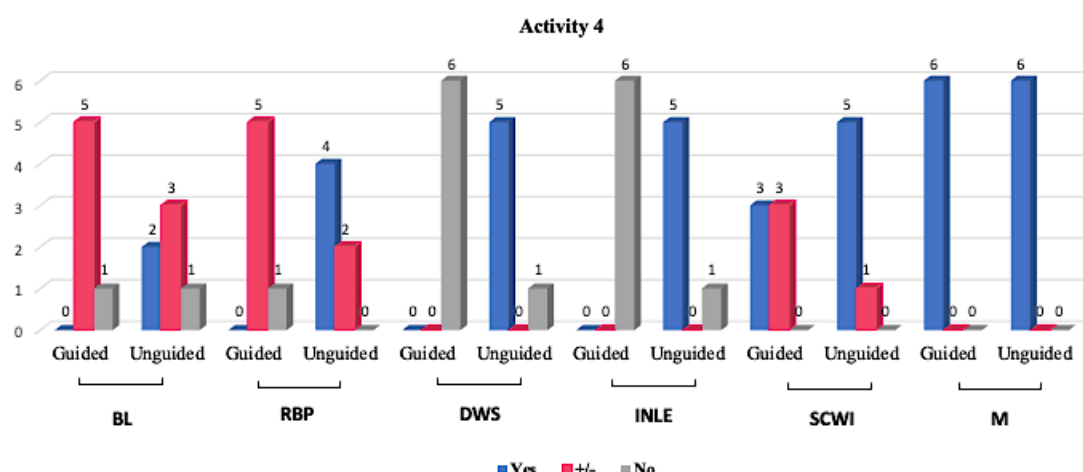
In activity three the use of BL was clear and steady by the six students not only in the guided but also in the unguided moment. This led to a change regarding RBP, where in the guided moment two students were more or less relaxed, having evolved to “Yes” in the unguided moment. The other four students showed a relaxed body posture in both moments.

In DWS and INLE, in the guided moment none of the students used these criteria. However, all of them evolved in the unguided moment going from “No” to “Yes”, The examples of new words changed according to the type of musical instrument each one talked about, ranging from, the name of the instrument, its material and origin, example: violin/wood, trumpet/brass, etc. Some examples of new language and extension were: “How does it make you feel?”, “Are you happy when you play?”.

Regarding SCWI, the results were even in both moments, guided and unguided, whereas four students spoke clearly and with intonation, two students showed some clarity and intonation in speaking. In terms of M, the six students were clearly motivated in both guided and unguided moments as they could express their feelings about their favourite musical instruments.

ACTIVITY 4													
This role-play activity is part of Unit 1 – Music. Students ask and answer questions about themselves focusing on where they come from, live and how many languages they speak.													
Setting: School playground.													
Characters: Sasha (new school friend from abroad & Joana from Portugal).													
1 – Where do you come from?													
2 - Where do you live?													
3 – What languages do you speak?													
4 – Where do your grandparents come from?													
5 – Where does your best friend come from?													
6 – What do you like doing in your free time?													
DATES: Guided: 23/11/2020 – Unguided: 26/11/2020													
ANALYSIS GRID													
CRITERIA – The Students:													
		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 4		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	+/-	+/-	+/-	yes	no	yes	no	yes	+/-	yes	yes	yes
	2	+/-	yes	+/-	yes	no	yes	no	yes	+/-	+/-	yes	yes
	3	+/-	+/-	+/-	yes	no	yes	no	yes	yes	yes	yes	yes
	4	+/-	+/-	+/-	+/-	no	no	no	no	yes	yes	yes	yes
	5	+/-	yes	+/-	+/-	no	yes	no	yes	yes	yes	yes	yes
	6	no	no	no	yes	no	yes	no	yes	+/-	yes	yes	yes
Results: Yes; +/-; No													

Table 18 – Activity 4/Analysis Grid: Guided and Unguided Moment



Graph 9 – Activity 4/Analysis Grid: Guided and Unguided Moment

In terms of BL, in the guided moment, five students used some. Only two evolved to “Yes” in the unguided moment and the rest kept the posture. Only one student did not use BL both in the guided and unguided moment. There was an improvement in RBP, where in the guided moment five students had a more or less relaxed body posture and one did not, whereas in the unguided moment the results show that four students evolved to having a relaxed body posture and two showed the same posture.

In terms of using DWS, in the guided moment none of the students came up with them, however in the unguided five students used DWS and one did not. As examples, students mentioned different cities, places, languages, activities, according to the questions and their personal information.

Regarding INLE, whereas in the guided moment none introduced new lines and extended, in the unguided moment five students did and one did not. Examples: “Really?”, “Where is Canberra?”, “Is it nice there?”, “*How you met your best friend?*”, “*You go to the park with your best friend?*”, etc

In terms of SCWI, in the guided moment 3 students spoke clearly and with intonation and three spoke with some clarity and intonation. In the unguided moment the results improved, with five students speaking clearly and with intonation and one student showing some clarity in speaking and intonation. In terms of M, the six students were clearly motivated in both moments.

ACTIVITY 5

This role-play activity is inserted in Unit 2 – Animal Survival. Students have to practise the use of *infinitive*, *-ing* form.

Setting: School trip on the bus.

Characters: School friends

TOM: Julia, are you good at basketball?

JULIA: Not really, I'm not very good at sports. But I enjoy swimming!

TOM: So, what do you like doing in your free time?

JULIA: Well, I don't like staying at home, but I love going for walks. I like taking photos of nature. I'm good at that!

What about you Tom? What are you good at?

TOM: I'm good at looking after my pets! I've got a dog!

JULIA: What do you like doing in your free time?

TOM: I like taking my dog to the park!

JULIA: Can I come with you?

...

DATES: Guided: 02/12/2020 – Unguided: 04/12/2020

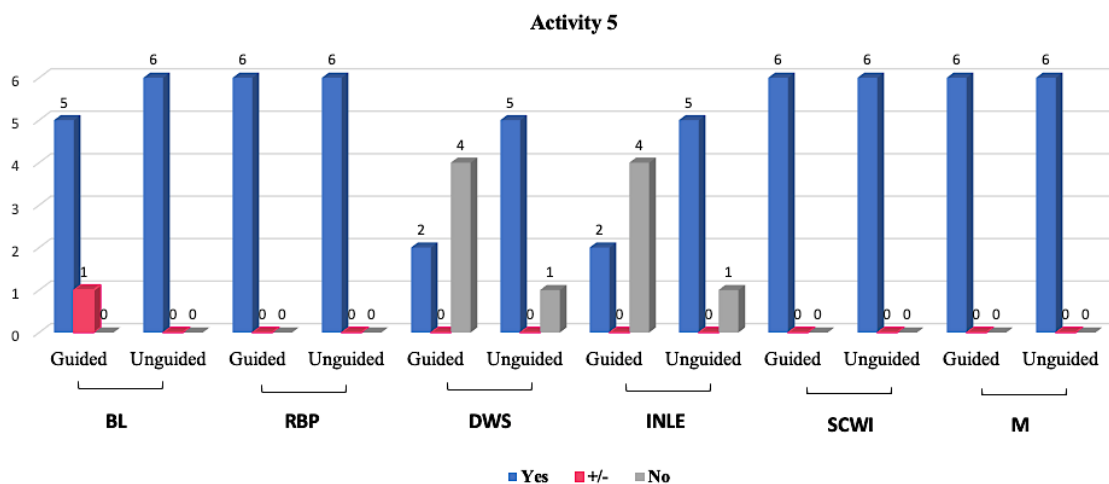
ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 5		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
	2	+/-	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	yes
	5	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	6	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes

Results: Yes; +/-; No

Table 19 – Activity 5/Analysis Grid: Guided and Unguided Moment



Graph 10 – Activity 5/Analysis Grid: Guided and Unguided Moment

In this activity, in terms of BL, five students used body language in the guided moment and one student used only some. However, in the unguided moment the total of

students did. In criteria RBP, SCWI and M the results show that the total of 6 students kept a “Yes” posture in both moments guided and unguided.

Regarding the use of DWS, two students used different words and/or synonyms in the guided moment (although they were not expected to do so) and four students did not. In the unguided moment, five students did, and one did not. In terms of INLE, again, two students did it in the guided moment, not being expected to do so, and four did not. In the unguided moment, five students used new language and one did not. Examples of DWS and INLE, used by the students: “Do you play tennis well?”, “Do you have pets?”, “Are you good at football?”, “I like playing Fortnite”, “So and so”, “What is your favourite sport?”, “I have one fish”, “I’ve got a cat”, “I like travelling too”, “I like going for long walks with my pets”, “Can I go painting with you?”, “I enjoy riding my horse”, “What’s the name of the dog?”. It is worth mentioning that the same two students used DWS and INLE in the guided and unguided moments and only one student neither used DWS nor INLE.

ACTIVITY 6

This role-play activity is part of Unit 2 Animal Survival. Students are going to the Safari Park and they have to ask questions to the Safari Park ranger.

Setting: Safari Park

Characters: Park Ranger and visitor.

PR: Good morning and welcome to the "Animal Safari Park".

Visitor: How many different kinds of animals are in the park?

PR: About 64.

Visitor: Can we take photos?

PR: Yes, but you must stay inside the jeep.

Visitor: Can we feed the animals?

PR: Only the flamingos, but you must buy the food in our shop.

Visitor: Can we have a snack in the jeep?

PR: You mustn't eat inside the car because the smell of food attracts the lions.

Visitor: Ok

PR: Remember, we mustn't make a lot of noise or shout! Let's go!

DATES: Guided: 09/12/2020 – Unguided: 11/12/2020

ANALYSIS GRID

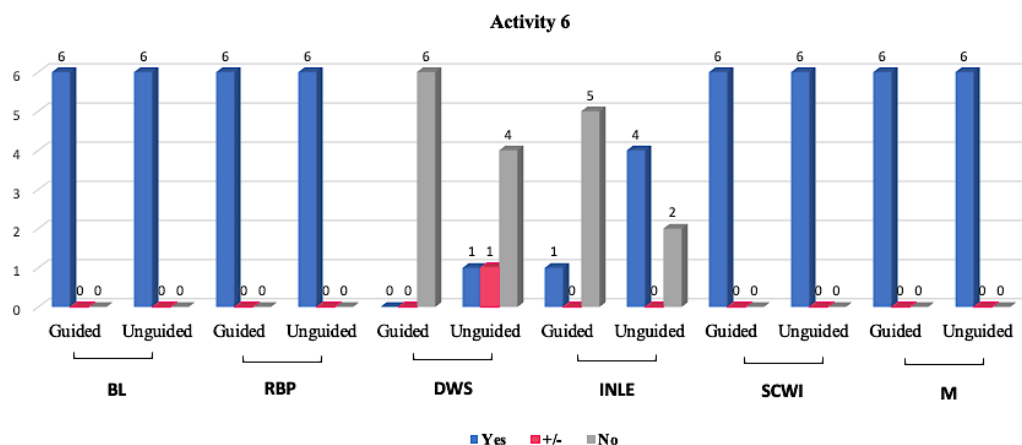
CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 6		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	no	+/-	no	no	yes	yes	yes	yes
	3	yes	yes	yes	yes	no	no	yes	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	yes
	5	yes	yes	yes	yes	no	no	no	yes	yes	yes	yes	yes
	6	yes	yes	yes	yes	no	no	no	yes	yes	yes	yes	yes

Results: Yes; +/-; No

Results: Yes; +/-; No

Table 20 – Activity 6/Analysis Grid: Guided and Unguided Moment



Graph 11 – Activity 6/Analysis Grid: Guided and Unguided Moment

In the last activity, the result “Yes” was equal in both moments for the criteria BL, RBP, SCWI and M. When using DWS, none used them in the guided moment. In the unguided moment, one used different words and/or synonyms, one tried and four did not. In terms of INLE, one student did it and five did not in the guided moment. Whereas in the unguided moment, three students went from “No” to “Yes” and three stayed the same (two No and one Yes). Examples of DWS and INLE given by the students were: “*This is a biggest park*”, “Do you know, in my birthday I came to this park!”, “Bananas, no, because they attract the monkeys”, “Meat, no, because they attract the lions”, “Only the rhinos...”, “Can we feed the rhinos?”, “There are 29 species”, “You can feed the other animals but not the babies”.

After comparing and analysing the results in the six activities, it was noted that there was a positive change and evolution in the different criteria (BL, RBP, DWS, INLE, SCWI, M) throughout, when moving from the guided to the unguided moment. As the activities were being introduced to the students, their overall excitement was clear. Based on the results, this reaction showed that in fact, the activity of role-play might be a very positive tool to use, to develop several characteristics (self-confidence, self-esteem, participation, interaction, initiative, creativity, socialization) in young learners with low self-confidence, to help them flourish in specific areas of learning and more specifically in this particular case, oral communication, becoming for example more confident to initiate conversations with colleagues or even strangers outside the school context, feeling

comfortable to use the vocabulary they know, thinking about communication itself and not so much the language. For example, as their motivation (M) improved, they used more body language (BL), relaxing their body posture, (RBP), which apparently led them to a more positive emotional state helping them to relax physically and mentally so that they could be less consciously blocked when coming up with different words (DWS), introducing new language, extending (INLE) and speaking more clearly and with more varied intonation (SCWI). It was like they were immersed in another world helping them forget they had to communicate in another language, making the whole process more natural rather than being an obligation.

In general, throughout the study, it was seen that the more the students relaxed emotionally the more their 'language user' side would come into action. Maybe this was due to the fact that they were playing a part, which, and as mentioned before in this study, was not a threat to their 'self'. It could be mentioned that the students' affective filter (Krashen, 1985) became lower as they were more relaxed throughout the process. Due to this, their self-confidence also seemed higher than normal, taking them to a state of willingness to receive new input and actually give it back in the form of spoken interactions.

In order for this to happen, the students were explained the purpose of the task and what was expected of them, in other words, there was a means to an end. The appropriate circumstances were, of course, provided in the guided moment, so that the students could feel secure, understanding what they were doing. Therefore, they comprehended the contents, understood the task, were motivated, their affective filters were low (some more than others), and these factors together helped most students use the input provided and produce oral communication. The students had a reason for using the language and in general, what they were doing, made sense to them as they were aware that the objective of the role-play activities was to help them speak more and on their terms. This was the ultimate purpose of the unguided moment.

In terms of oral communication, the two criteria more directly related to it, were Different Words or Synonyms (DWS) and Introduce New Language and Extend (INLE). Therefore, closer attention was paid to these two criteria in the unguided moment, as it was expected that the students used language and spoke more. Although it was not

expected for the students to apply these criteria in the guided moment, at least two of the six students did it in both moments (activities five & six), which might be related to a sign of higher confidence to do so, as it came from two of the students with a more substantial level of shyness and low self-confidence in the group. Even so, on these two occasions they were able to overcome these fears, perhaps and due to their personality, as they had practised several times, making repetition a key factor here (Inawati,2014).

When using DWS and INLE there were two out of six students who tried to use different words and one out of six who tried to introduce new lines and extend, but went back to the original script, maybe due to insecurity and or inhibition. I believe that this can be one of the factors that, in Ur's (1996) view, contribute to the difficulty in speaking, when students are worried about making mistakes, are afraid of criticism or are simply shy, which could be the case here.

Analysing INLE, it was noted that for three out of six students, in the unguided moment, continuing the dialogue was done in a more spontaneous manner. Students did not think too much about getting the right structure (*"Tomorrow, we ride a bike?"*, *"This is a biggest park!"*), but in continuing the dialogue the way they knew how, in order to transmit the message, they wished, using the vocabulary and structures that were familiar to them. This conforms with Harmer's (1982), point of view that in a communicative task, students should be focused on the content of what they wish to express and not so much on the structure/form. This way students feel more relaxed and are able to use a greater variety of language to get their message across. As a consequence, there was an improvement in the speaking skills of these young learners.

6. CHAPTER VI – Conclusion

This action research project was directly related to young learners and their ability to communicate orally. Communication is the key to a child's development of social relationships. Therefore, they need to make themselves be understood and understand. This is essential for a child to learn, play and socially interact.

In terms of young learners and second language learning, the teacher needs to create the necessary opportunities for the children, so that they can learn. However, that is not always a smooth path as children, like the group of six students who were the focus of this study, are sometimes affected by some personality factors, for example low self-confidence, that might affect their learning and oral production. If looked at from the point of view of the students, it surely must be very frustrating for a child to try to learn without being able to understand and then having to speak. If, on top of this, there are personality issues, the impact on the learner's oral proficiency will be more negative.

The purpose of this action research project was to find out if role-play is a valid tool to enhance speaking in less confident young learners when learning a second language. Based on the students' attitudes and performances, it was possible to conclude that role-play could certainly be a valid strategy to use, as the students felt excited, engaged, they generally did not show signs of insecurity, when performing the tasks, or refused to do them. They were part of the teaching-learning team. When compared to the rest of the group, they were certainly up for the challenge. Outside the sample group, the more confident students, played their parts almost effortlessly and this served as an example and encouragement to the others. Being a united group, the sense of peer support was also present.

It should be mentioned that some limitations were apparent in the way the activities were set up, due to the COVID pandemic, which implied limiting the distances, the sharing of materials, the physical movements and the use of more dramatization. The students understood these circumstances and we worked with what we had. Perhaps without these limitations, the results could have demonstrated a slightly better outcome. Still, based on the results obtained in this study, it can be concluded that, in spite of the referred limitations, this strategy demonstrated its efficacy for the purpose of this project.

Professionally, the use of this technique helped me create different classroom approaches based on the student's characters and personalities. I was able to reach the students in a more personal way. With this kind of sensitivity, it was possible to read the students characteristics and use them in a way the help them overcome their fears and insecurities.

In possible future research, it would be interesting to study a larger sample group, or to create two groups with opposite characteristics (behavioural, emotional, knowledge) and compare them. It might also be enlightening to conduct a similar study with different age groups. Another possibility would be to prolong the study for a whole school year and study the evolution of the students involved. Or even, to choose two different groups of the same year for a whole term, where one would do role-play and the other would not, and at the end compare the speaking evolution.

To conclude, it is implicit in this study that the use of this strategy, enriches the process of improving speaking skills in young learners. Therefore, it should be more frequently used in the ELT classroom and perhaps further studies could help prove its efficiency beyond the confines of this highly specific context. Indeed, this is something that I will continue to develop in my own professional practice at CNSR.

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Appendices

Appendix 1 – Pre-study questionnaire - Original

Appendix 2 – Pre-study questionnaire – Results

Appendix 3 – Analysis Grid – Original

Appendix 4 – Table 3 – Activity 1/Analysis Grid (Guided Moment)

Appendix 5 – Table 4 – Activity 2/Analysis Grid (Guided Moment)

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Appendix 7 – Table 6 – Activity 4/Analysis Grid (Guided Moment)

Appendix 8 – Table 7 – Activity 5/Analysis Grid (Guided Moment)

Appendix 9 – Table 8 – Activity 6/Analysis Grid (Guided Moment)

Appendix 10 – Table 9 – Activity 1/Analysis Grid (Unguided Moment)

Appendix 11 – Table 10 – Activity 2/Analysis Grid (Unguided Moment)

Appendix 12 – Table 11 – Activity 3/Analysis Grid (Unguided Moment)

Appendix 13 – Table 12 – Activity 4/Analysis Grid (Unguided Moment)

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Appendix 16 – Table 15 – Activity 1/Analysis Grid (Guided and Unguided Moment)

Appendix 17 – Table 16 – Activity 2/Analysis Grid (Guided and Unguided Moment)

Appendix 18 – Table 17 – Activity 3/Analysis Grid (Guided and Unguided Moment)

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Appendix 22 – Graph 1 – Students' attitude towards L2 learning – Questions a) and b)

Appendix 23 – Graph 2 – Students' feelings and emotions about the learning process – Questions c), d) and e)

Appendix 24 – Graph 3 – Students’ strategies to promote their self-learning skills – Question f)

Appendix 25 – Graph 4 – Students’ strategies to promote their self-learning skills – Question g)

Appendix 26 – Graph 5 – Students’ strategies to promote their self-learning skills – Question g) v) Other

Appendix 27 – Graph 6 – Activity 1/Analysis Grid (Guided and Unguided Moment)

Appendix 28 – Graph 7 – Activity 2/Analysis Grid (Guided and Unguided Moment)

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Appendix 32 – Graph 11 – Activity 6/Analysis Grid (Guided and Unguided Moment)

Appendix 1 - Pre study questionnaire

Pre-study questionnaire



Read the questions. Please tick  the face according to your answer.





















= Yes









= Sometimes



= No

a) Do you enjoy speaking English?	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
b) Do you normally understand what your teacher says in class?	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
c) Are you afraid to tell your teacher you don't understand? If yes, Why?	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
d) Do you think you can speak more English in class?	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
e) Do you feel nervous when the teacher asks you to speak in English? If yes, why?	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
f) Do you practise speaking English outside the school?	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
g) What type of activities help you to speak more English in class?	
i) Dialogues (roleplay)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ii) Songs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
iii) Videos	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
iv) Pictures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
v) Other:	

Appendix 2 – Pre-study questionnaire – Results

Pre-study Questionnaire				
Questions	Number of students per answer			
				No answer
a) Do you enjoy speaking English?	6	0	0	0
b) Do you normally understand what your teacher says in class?	5	1	0	0
c) Are you afraid to tell your teacher you don't understand? <i>If yes, Why? *</i>	0	1*	5	0
d) Do you think you can speak more English in class?	5	1	0	0
e) Do you feel nervous when the teacher asks you to speak in English? <i>If yes, why? ** and ***</i>	1**	2***	3	0
f) Do you practise speaking English outside the school?	4	2	0	0
g) What type of activities help you to speak more English in class?				
I) Dialogues (roleplay)	6	0	0	0
II) Songs	2	1	1	2
III) Videos	2	2	0	2
IV) Pictures	2	0	2	2
V) Other:	6	0	0	0
Reading/Speaking	1	0	0	0
Presentation	1	0	0	0
Presentations and stories	1	0	0	0
People	1	0	0	0
More Study	1	0	0	0
Movies in English	1	0	0	0
Key:				
 = Yes	 = Sometimes		 = No	
If yes, why?				
* - Because I'm embarrassed to say it	** - I'm nervous and I lose concentration		*** - I don't understand English very well	
			*** - I am nervous because I feel embarrassed	

Appendix 3 – Activity/Analysis Grid

ACTIVITY													
ANALYSIS GRID													
CRITERIA – The Students:													
		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 1		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1												
	2												
	3												
	4												
	5												
	6												

Results: Yes; +/-; No

Appendix 4 – Table 3 – Activity 1/Analysis Grid (Guided Moment)

ACTIVITY 1

This is part of Unit 1 – Music. It is a dialogue, where the teacher is choosing students for the school show.

Setting: School Hall

Characters: Teacher & Student.

Ron: Who's next?

Mary: I am.

Ron: What can you do?

Mary: I can dance and I can play the violin.
I practise every day.

Ron: OK. Let's see what you can do.

...

Ron: You dance really well and you play the violin beautifully, Mary. You're amazing!
That's a 'yes' for the school show!

DATES: Guided: 02/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
	Activity 1	Guided	Guided	Guided	Guided	Guided	Guided
Students	1	+/-	+/-	no	no	+/-	+/-
	2	no	no	no	no	no	+/-
	3	+/-	no	no	no	+/-	+/-
	4	no	no	no	no	+/-	no
	5	+/-	+/-	no	no	+/-	yes
	6	no	+/-	no	no	+/-	no

Results: Yes; +/-; No



Appendix 5 – Table 4 – Activity 2/Analysis Grid (Guided Moment)

ACTIVITY 2

This is part of unit 1 – Music. Students have to talk about routines, habits, and moment situations in order to practise the Present Simple and Continuous tense.

Setting: At home, on the phone

Characters: School friends Tom & Clare

TOM: Hi, Clare, what are you doing?

CLARE: I'm reading a book about Japan.

TOM: Are you in the library?

CLARE: No, I'm at home. I usually go to the library on Fridays, what about you?

TOM: I'm watching TV.

CLARE: Do you want to come over for dinner?
We always have burgers on Wednesdays.

TOM: I'd love to, but it's my dad's birthday and we are having a party.

CLARE: Ok, you can come another time. My mum usually cooks something good every day!

TOM: Ok, bye...!

DATES: Guided: 09/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
	Activity 2	Guided	Guided	Guided	Guided	Guided	Guided
Students	1	+/-	yes	no	no	yes	yes
	2	+/-	+/-	no	no	+/-	yes
	3	+/-	yes	no	no	yes	yes
	4	+/-	yes	no	no	+/-	+/-
	5	+/-	+/-	no	no	yes	yes
	6	+/-	+/-	no	no	+/-	+/-

Results: Yes; +/-; No

Appendix 6 – Table 5 – Activity 3/Analysis Grid (Guided Moment)

ACTIVITY 3

This role-play activity is part of Unit 1 – Music. Students have to talk about their favourite instrument. Students practise both Present Simple and Present Continuous Tense.

Setting: Music Lesson.

Characters: 2 school colleagues

A – Hello! _____ What are you doing?

A – What's the name of that instrument?

A – How do you play it?

A – Where does it come from?

A – What is it made of?

A – You play really well! Congratulations!

B – I'm playing my favourite musical instrument!

B – It's a/an ...

B – I

B – It comes from

B – It's made of ...

B – Thanks!

DATES: Guided: 16/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 3		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	yes	yes	no	no	yes	yes
	2	yes	+/-	no	no	yes	yes
	3	yes	yes	no	no	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	+/-	no	no	+/-	yes
	6	yes	yes	no	no	+/-	yes

Results: Yes; +/-; No

Results: Yes; +/-; No

Appendix 7 – Table 6 – Activity 4/Analysis Grid (Guided Moment)

ACTIVITY 4

This role-play activity is part of Unit 1 – Music. Students ask and answer questions about themselves focusing on where they come from, live and how many languages they speak.

Setting: School playground.

Characters: Sasha (new school friend from abroad & Joana from Portugal.

DATES: Guided: 23/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 4		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	+/-	+/-	no	no	+/-	yes
	2	+/-	+/-	no	no	+/-	yes
	3	+/-	+/-	no	no	yes	yes
	4	+/-	+/-	no	no	yes	yes
	5	+/-	+/-	no	no	yes	yes
	6	no	no	no	no	+/-	yes

Results: Yes; +/-; No

Appendix 8 – Table 7 – Activity 5/Analysis Grid (Guided Moment)

ACTIVITY 5

This role-play activity is inserted in Unit 2 – Animal Survival. Students have to practise the use of *infinitive*, *-ing* form.

Setting: School trip on the bus.

Characters: School friends

TOM: Julia, are you good at basketball?

JULIA: Not really, I'm not very good at sports. But I enjoy swimming!

TOM: So, what do you like doing in your free time?

JULIA: Well, I don't like staying at home, but I love going for walks. I like taking photos of nature. I'm good at that!

What about you Tom? What are you good at?

TOM: I'm good at looking after my pets! I've got a dog!

JULIA: What do you like doing in your free time?

TOM: I like taking my dog to the park!

JULIA: Can I come with you?

...

DATES: Guided: 02/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 5		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	yes	yes	yes	yes	yes	yes
	2	+/-	yes	no	no	yes	yes
	3	yes	yes	yes	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	no	no	yes	yes
	6	yes	yes	no	no	yes	yes

Results: Yes; +/-; No

Appendix 9 – Table 8 – Activity 6/Analysis Grid (Guided Moment)

ACTIVITY 6

This role-play activity is part of Unit 2 Animal Survival. Students are going to the Safari Park and they have to ask questions to the Safari Park ranger.

Setting: Safari Park

Characters: Park Ranger and visitor.

PR: Good morning and welcome to the "Animal Safari Park".

Visitor: How many different kinds of animals are in the park?

PR: About 64.

Visitor: Can we take photos?

PR: Yes, but you must stay inside the jeep.

Visitor: Can we feed the animals?

PR: Only the flamingos, but you must buy the food in our shop.

Visitor: Can we have a snack in the jeep?

PR: You mustn't eat inside the car because the smell of food attracts the lions.

Visitor: Ok

PR: Remember, we mustn't make a lot of noise or shout! Let's go!

DATES: Guided: 09/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 6		Guided	Guided	Guided	Guided	Guided	Guided
Students	1	yes	yes	no	no	yes	yes
	2	yes	yes	no	no	yes	yes
	3	yes	yes	no	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	no	no	yes	yes
	6	yes	yes	no	no	yes	yes

Results: Yes; +/-; No

Appendix 10 – Table 9 – Activity 1/Analysis Grid (Unguided Moment)

ACTIVITY 1

This is part of Unit 1 – Music. It is a dialogue, where the teacher is choosing students for the school show.

Setting: School Hall

Characters: Teacher & Student.

Ron: Who's next?

Mary: I am.

Ron: What can you do?

Mary: I can dance and I can play the violin.
I practise every day.

Ron: OK. Let's see what you can do.

...

Ron: You dance really well and you play the violin beautifully, Mary. You're amazing!
That's a 'yes' for the school show!

DATES: Unguided: 04/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 1		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	+/-	yes
	2	+/-	+/-	no	no	+/-	yes
	3	yes	yes	yes	no	+/-	yes
	4	+/-	+/-	yes	no	+/-	+/-
	5	yes	yes	no	yes	+/-	yes
	6	+/-	+/-	yes	+/-	+/-	+/-

Results: Yes; +/-; No

Results: Yes; +/-; No

Appendix 11 – Table 10 – Activity 2/Analysis Grid (Unguided Moment)

ACTIVITY 2

This is part of unit 1 – Music. Students have to talk about routines, habits, and moment situations in order to practise the Present Simple and Continuous tense.

Setting: At home, on the phone

Characters: School friends Tom & Clare

TOM: Hi, Clare, what are you doing?

CLARE: I'm reading a book about Japan.

TOM: Are you in the library?

CLARE: No, I'm at home. I usually go to the library on Fridays, what about you?

TOM: I'm watching TV.

CLARE: Do you want to come over for dinner?
We always have burgers on Wednesdays.

TOM: I'd love to, but it's my dad's birthday and we are having a party.

CLARE: Ok, you can come another time. My mum usually cooks something good every day!

TOM: Ok, bye...!

DATES: Unguided: 12/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 2		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	+/-	+/-	no	no	+/-	yes
	3	yes	yes	yes	yes	yes	yes
	4	+/-	yes	+/-	yes	+/-	yes
	5	yes	yes	yes	yes	yes	yes
	6	+/-	yes	yes	yes	yes	yes

Results: Yes; +/-; No

Appendix 12 – Table 11 – Activity 3/Analysis Grid (Unguided Moment)

ACTIVITY 3

This role-play activity is part of Unit 1 – Music. Students have to talk about their favourite instrument. Students practise both Present Simple and Present Continuous Tense.

Setting: Music Lesson.

Characters: 2 school colleagues

A – Hello! _____ What are you doing?

A – What's the name of that instrument?

A – How do you play it?

A – Where does it come from?

A – What is it made of?

A – You play really well! Congratulations!

B – I'm playing my favourite musical instrument!

B – It's a/an ...

B – I

B – It comes from

B – It's made of ...

B – Thanks!

DATES: Unguided: 19/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 3		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	yes	yes
	5	yes	yes	yes	yes	+/-	yes
	6	yes	yes	yes	yes	+/-	yes

Results: Yes: +/-; No

Results: Yes; +/-; No

Appendix 13 – Table 12 – Activity 4/Analysis Grid (Unguided Moment)

ACTIVITY 4

This role-play activity is part of Unit 1 – Music. Students ask and answer questions about themselves focusing on where they come from, live and how many languages they speak.

Setting: School playground.

Characters: Sasha (new school friend from abroad & Joana from Portugal.

1 – Where do you come from?

2 – Where do you live?

3 – What languages do you speak?

4 – Where do your grandparents come from?

5 – Where does your best friend come from?

6 – What do you like doing in your free time?

DATES: Unguided: 26/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 4		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	+/-	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	+/-	yes
	3	+/-	yes	yes	yes	yes	yes
	4	+/-	+/-	no	no	yes	yes
	5	yes	+/-	yes	yes	yes	yes
	6	no	yes	yes	yes	yes	yes

Results: Yes: +/-: No

Results: Yes; +/-; No

Appendix 14 – Table 13 – Activity 5/Analysis Grid (Unguided Moment)

ACTIVITY 5

This role-play activity is inserted in Unit 2 – Animal Survival. Students have to practise the use of *infinitive*, *-ing* form.

Setting: School trip on the bus.

Characters: School friends

TOM: Julia, are you good at basketball?

JULIA: Not really, I'm not very good at sports. But I enjoy swimming!

TOM: So, what do you like doing in your free time?

JULIA: Well, I don't like staying at home, but I love going for walks. I like taking photos of nature. I'm good at that!

What about you Tom? What are you good at?

TOM: I'm good at looking after my pets! I've got a dog!

JULIA: What do you like doing in your free time?

TOM: I like taking my dog to the park!

JULIA: Can I come with you?

...

DATES: Unguided: 04/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 5		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	yes	yes	yes	yes
	6	yes	yes	yes	yes	yes	yes

Results: Yes; +/-; No

Appendix 15 – Table 14 – Activity 6/Analysis Grid (Unguided Moment)

ACTIVITY 6

This role-play activity is part of Unit 2 Animal Survival. Students are going to the Safari Park and they have to ask questions to the Safari Park ranger.

Setting: Safari Park

Characters: Park Ranger and visitor.

PR: Good morning and welcome to the "Animal Safari Park".

Visitor: How many different kinds of animals are in the park?

PR: About 64.

Visitor: Can we take photos?

PR: Yes, but you must stay inside the jeep.

Visitor: Can we feed the animals?

PR: Only the flamingos, but you must buy the food in our shop.

Visitor: Can we have a snack in the jeep?

PR: You mustn't eat inside the car because the smell of food attracts the lions.

Visitor: Ok

PR: Remember, we mustn't make a lot of noise or shout! Let's go!

DATES: Unguided: 11/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact	Have a relaxed body posture	Use different words and/or synonyms	Introduce new lines/extend	Speak clearly and with intonation	Are motivated
Activity 6		Unguided	Unguided	Unguided	Unguided	Unguided	Unguided
Students	1	yes	yes	yes	yes	yes	yes
	2	yes	yes	+/-	no	yes	yes
	3	yes	yes	no	yes	yes	yes
	4	yes	yes	no	no	yes	yes
	5	yes	yes	no	yes	yes	yes
	6	yes	yes	no	yes	yes	yes

Results: Yes; +/-; No

Appendix 16 – Table 15 – Activity 1/Analysis Grid (Guided and Unguided Moment)

ACTIVITY 1

This is part of Unit 1 – Music. It is a dialogue, where the teacher is choosing students for the school show.

Setting: School Hall

Characters: Teacher & Student.

Ron: Who's next?

Mary: I am.

Ron: What can you do?

Mary: I can **dance** and I can **play** the violin.
I practise every day.

Ron: OK. Let's see what you can do.

...

Ron: You **dance** really well and you **play** the violin **beautifully**, Mary. You're amazing!
That's a 'yes' for the school show!

DATES: Guided: 02/11/2020 – Unguided: 04/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 1		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	+/-	yes	+/-	yes	no	yes	no	yes	+/-	+/-	+/-	yes
	2	no	+/-	no	+/-	no	no	no	no	no	+/-	+/-	yes
	3	+/-	yes	no	yes	no	yes	no	no	+/-	+/-	+/-	yes
	4	no	+/-	no	+/-	no	yes	no	no	+/-	+/-	no	+/-
	5	+/-	yes	+/-	yes	no	no	no	yes	+/-	+/-	yes	yes
	6	no	+/-	+/-	+/-	no	yes	no	+/-	+/-	+/-	no	+/-

Results: Yes; +/-; No

Appendix 17 – Table 16 – Activity 2/Analysis Grid (Guided and Unguided Moment)

ACTIVITY 2

This is part of unit 1 – Music. Students have to talk about routines, habits, and moment situations in order to practise the Present Simple and Continuous tense.

Setting: At home, on the phone

Characters: School friends Tom & Clare

TOM: Hi, Clare, what are you doing?

CLARE: I'm reading a book about Japan.

TOM: Are you in the library?

CLARE: No, I'm at home. I usually go to the library on Fridays, what about you?

TOM: I'm watching TV.

CLARE: Do you want to come over for dinner?
We always have burgers on Wednesdays.

TOM: I'd love to, but it's my dad's birthday and we are having a party.

CLARE: Ok, you can come another time. My mum usually cooks something good every day!

TOM: Ok, bye...!

DATES: Guided: 09/11/2020 – Unguided: 12/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 2		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	+/-	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	2	+/-	+/-	+/-	+/-	no	no	no	no	+/-	+/-	yes	yes
	3	+/-	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	4	+/-	+/-	yes	yes	no	+/-	no	yes	+/-	+/-	+/-	yes
	5	+/-	yes	+/-	yes	no	yes	no	yes	yes	yes	yes	yes
	6	+/-	+/-	+/-	yes	no	yes	no	yes	+/-	yes	+/-	yes

Results: Yes; +/-; No

Appendix 18 – Table 17 – Activity 3/Analysis Grid (Guided and Unguided Moment)

ACTIVITY 3

This role-play activity is part of Unit 1 – Music. Students have to talk about their favourite instrument. Students practise both Present Simple and Present Continuous Tense.

Setting: Music Lesson.

Characters: 2 school colleagues

A – Hello! _____ What are you doing?

B – I'm playing my favourite musical instrument!

A – What's the name of that instrument?

B – It's a/an ...

A – How do you play it?

B – I

A – Where does it come from?

B – It comes from

A – What is it made of?

B – It's made of ...

A – You play really well! Congratulations!

B – Thanks!

DATES: Guided: 16/11/2020 – Unguided: 19/11/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 3		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	2	yes	yes	+/-	yes	no	yes	no	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	5	yes	yes	+/-	yes	no	yes	no	yes	+/-	+/-	yes	yes
	6	yes	yes	yes	yes	no	yes	no	yes	+/-	+/-	yes	yes

Results: Yes; +/-; No

Results: Yes; +/-; No

Appendix 19 – Table 18 – Activity 4/Analysis Grid (Guided and Unguided Moment)

ACTIVITY 4													
This role-play activity is part of Unit 1 – Music. Students ask and answer questions about themselves focusing on where they come from, live and how many languages they speak.													
Setting: School playground.													
Characters: Sasha (new school friend from abroad & Joana from Portugal).													
1 – Where do you come from?													
2 – Where do you live?													
3 – What languages do you speak?													
4 – Where do your grandparents come from?													
5 – Where does your best friend come from?													
6 – What do you like doing in your free time?													
DATES: Guided: 23/11/2020 – Unguided: 26/11/2020													
ANALYSIS GRID													
CRITERIA – The Students:													
		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 4		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	+/-	+/-	+/-	yes	no	yes	no	yes	+/-	yes	yes	yes
	2	+/-	yes	+/-	yes	no	yes	no	yes	+/-	+/-	yes	yes
	3	+/-	+/-	+/-	yes	no	yes	no	yes	yes	yes	yes	yes
	4	+/-	+/-	+/-	+/-	no	no	no	no	yes	yes	yes	yes
	5	+/-	yes	+/-	+/-	no	yes	no	yes	yes	yes	yes	yes
	6	no	no	no	yes	no	yes	no	yes	+/-	yes	yes	yes

Results: Yes; +/-; No

Appendix 20 – Table 19 – Activity 5/Analysis Grid (Guided and Unguided Moment)

ACTIVITY 5

This role-play activity is inserted in Unit 2 – Animal Survival. Students have to practise the use of *infinitive*, *-ing* form.

Setting: School trip on the bus.

Characters: School friends

TOM: Julia, are you good at basketball?

JULIA: Not really, I'm not very good at sports. But I enjoy swimming!

TOM: So, what do you like doing in your free time?

JULIA: Well, I don't like staying at home, but I love going for walks. I like taking photos of nature. I'm good at that!

What about you Tom? What are you good at?

TOM: I'm good at looking after my pets! I've got a dog!

JULIA: What do you like doing in your free time?

TOM: I like taking my dog to the park!

JULIA: Can I come with you?

...

DATES: Guided: 02/12/2020 – Unguided: 04/12/2020

ANALYSIS GRID

CRITERIA – The Students:

		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
Activity 5		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
	2	+/-	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	3	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	yes
	5	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	6	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes

Results: Yes; +/-; No

Appendix 21 – Table 20 – Activity 6/Analysis Grid (Guided and Unguided Moment)

ACTIVITY 6

This role-play activity is part of Unit 2 Animal Survival. Students are going to the Safari Park and they have to ask questions to the Safari Park ranger.

Setting: Safari Park

Characters: Park Ranger and visitor.

PR: Good morning and welcome to the "Animal Safari Park".

Visitor: How many different kinds of animals are in the park?

PR: About 64.

Visitor: Can we take photos?

PR: Yes, but you must stay inside the jeep.

Visitor: Can we feed the animals?

PR: Only the flamingos, but you must buy the food in our shop.

Visitor: Can we have a snack in the jeep?

PR: You mustn't eat inside the car because the smell of food attracts the lions.

Visitor: Ok

PR: Remember, we mustn't make a lot of noise or shout! Let's go!

DATES: Guided: 09/12/2020 – Unguided: 11/12/2020

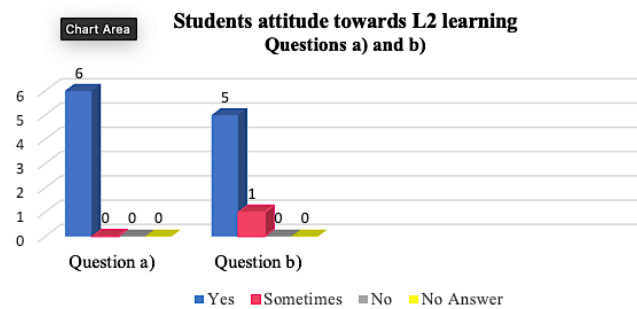
ANALYSIS GRID

CRITERIA – The Students:

Activity 6		Use body language: gestures, eye contact		Have a relaxed body posture		Use different words and/or synonyms		Introduce new lines/extend		Speak clearly and with intonation		Are motivated	
		Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided	Guided	Unguided
Students	1	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes
	2	yes	yes	yes	yes	no	+/-	no	no	yes	yes	yes	yes
	3	yes	yes	yes	yes	no	no	yes	yes	yes	yes	yes	yes
	4	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	yes
	5	yes	yes	yes	yes	no	no	no	yes	yes	yes	yes	yes
	6	yes	yes	yes	yes	no	no	no	yes	yes	yes	yes	yes

Results: Yes; +/-; No

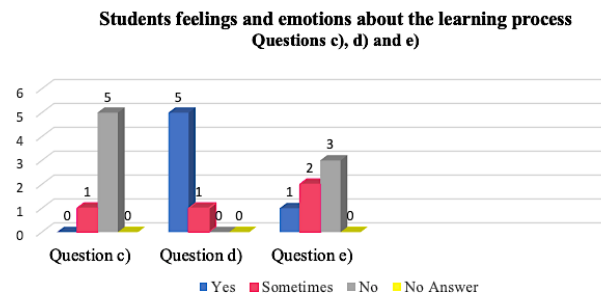
Appendix 22 – Graph 1 – Students’ attitude towards L2 learning – Questions a) and b)



Question a) Do you enjoy speaking English?

Question b) Do you normally understand what your teacher says in class?

Appendix 23 – Graph 2 – Students’ feelings and emotions about the learning process – Questions c), d) and e)

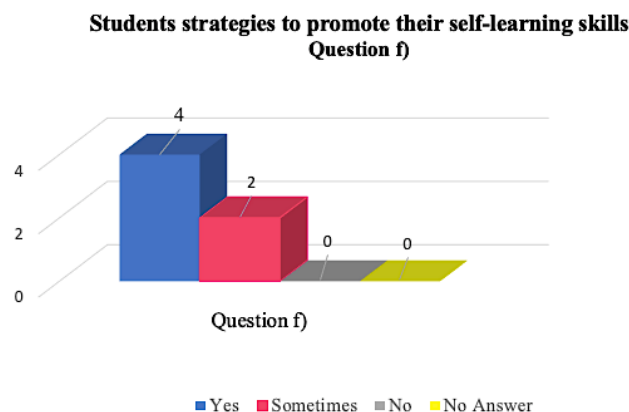


Question c) Are you afraid to tell your teacher you don't understand? If yes, Why? *

Question d) Do you think you can speak more English in class?

Question e) Do you feel nervous when the teacher asks you to speak in English? If yes, why? ** and ***

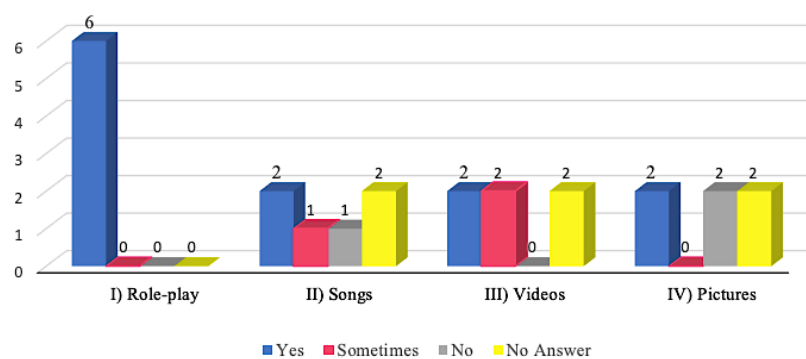
Appendix 24 – Graph 3 – Students’ strategies to promote their self-learning skills – Question f)



Question f) Do you practise speaking English outside the school?

Appendix 25 – Graph 4 – Students’ strategies to promote their self-learning skills – Question g)

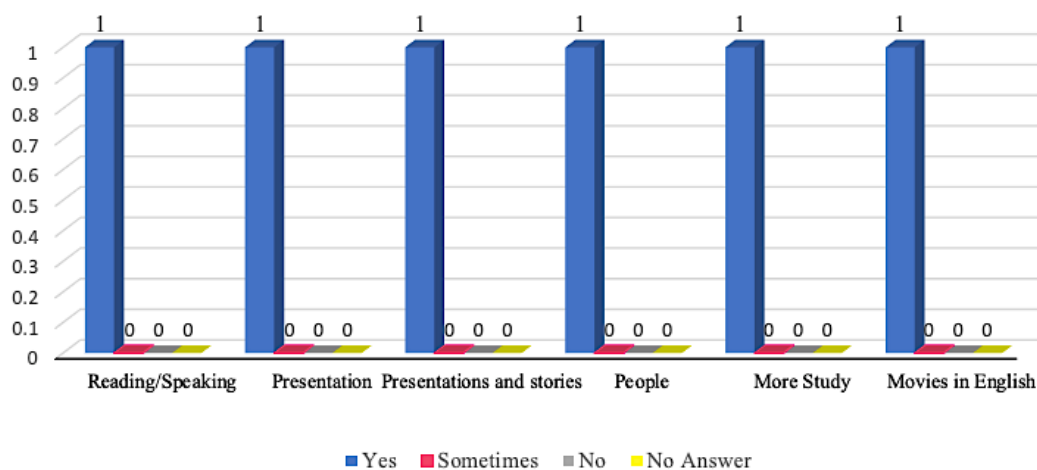
Students strategies to promote their self-learning skills
Question g)



Question g) What type of activities help you to speak more English in class?

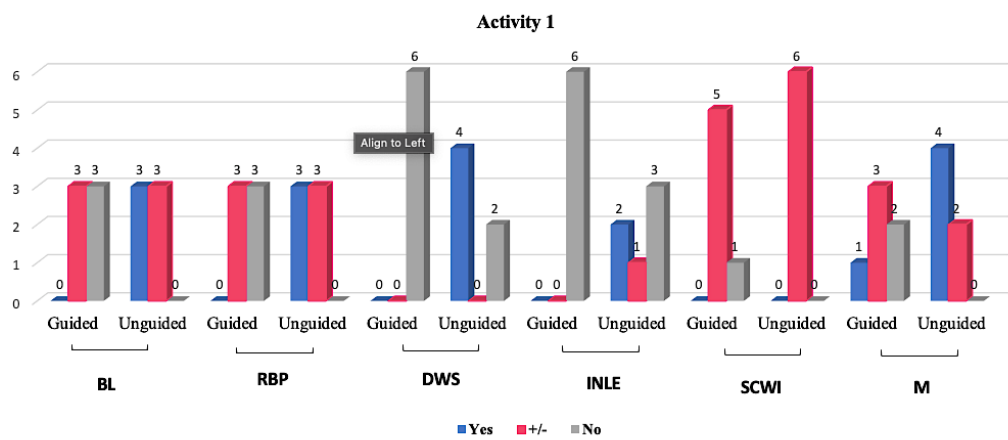
Appendix 26 – Graph 5 – Students’ strategies to promote their self-learning skills –
Question g) v) Other

Students strategies to promote their self-learning skills
Question g) v) Other:

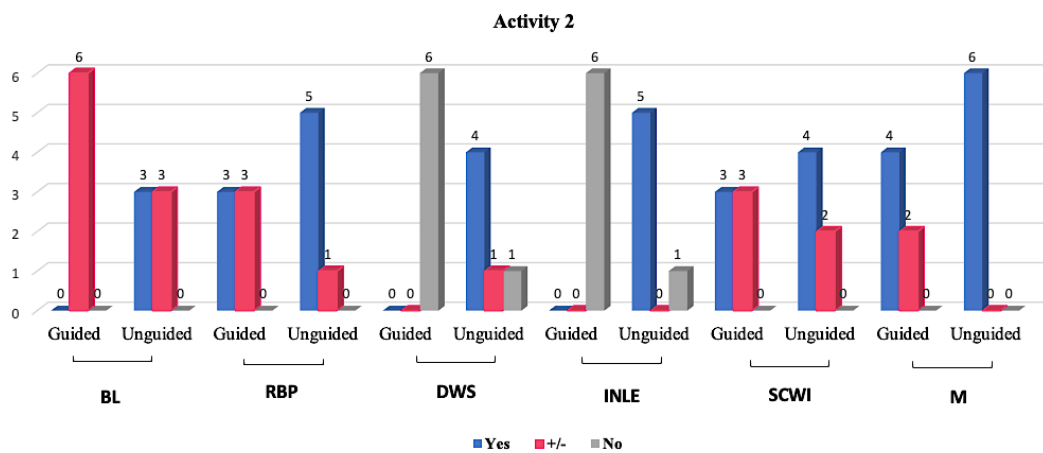


Question g) What type of activities help you to speak more English in class? v) Other:

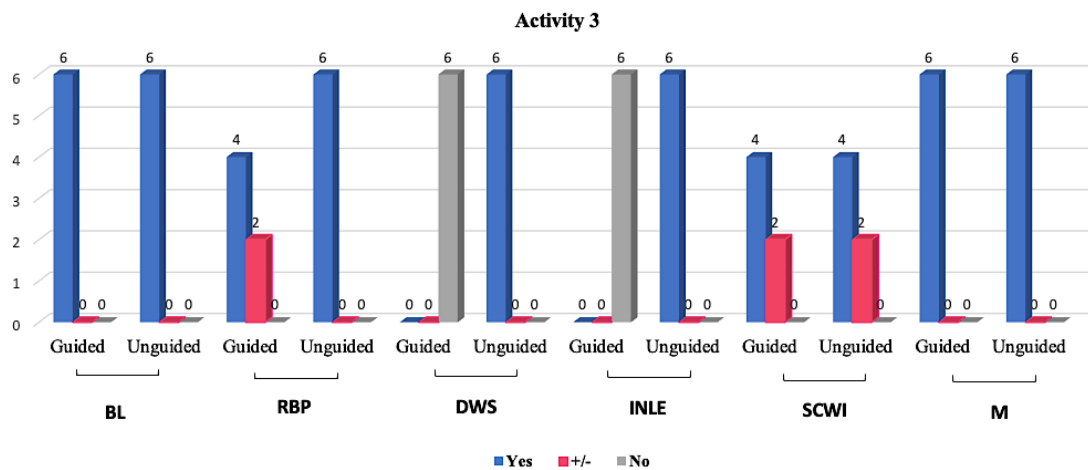
Appendix 27 – Graph 6 – Activity 1/Analysis Grid (Guided and Unguided Moment)



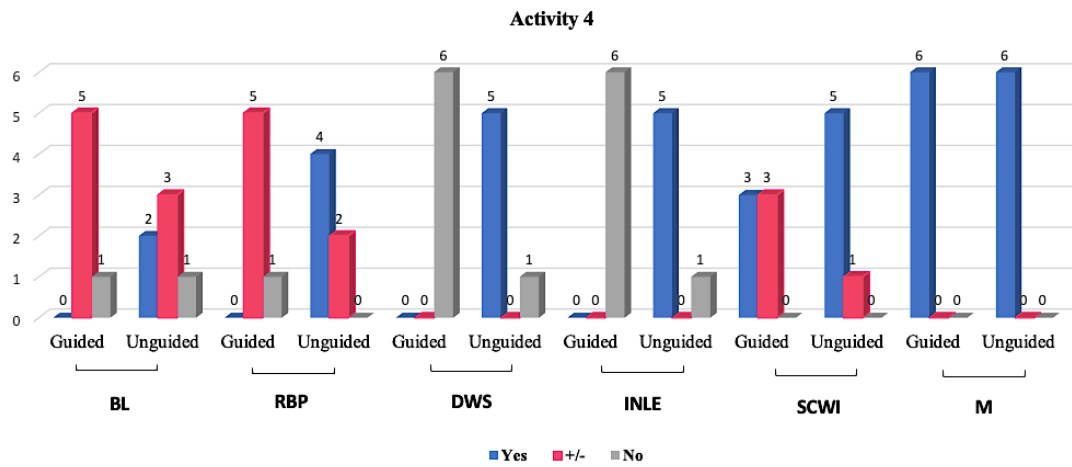
Appendix 28 – Graph 7 – Activity 2/Analysis Grid (Guided and Unguided Moment)



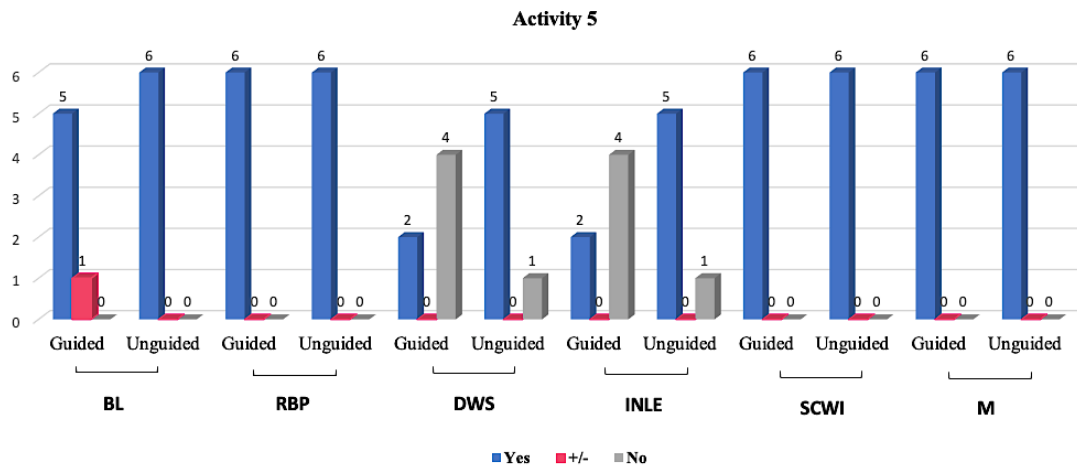
Appendix 29 – Graph 8 – Activity 3/Analysis Grid (Guided and Unguided Moment)



Appendix 30 – Graph 9 – Activity 4/Analysis Grid (Guided and Unguided Moment)



Appendix 31 – Graph 10 – Activity 5/Analysis Grid (Guided and Unguided Moment)



Appendix 32 – Graph 11 – Activity 6/Analysis Grid (Guided and Unguided Moment)

